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ABSTRACT

This guide contains information designed to provide vocational directors and teachers with a process for collecting information to be used in evaluation and planning. The first section of the guide, consisting of information for use in local annual planning, outlines procedures for reviewing community data, evaluating existing programs, assessing external program options, and making decisions pertaining to a new program. Examined next are strategies for use in long-range planning. The final section of the volume is a leader's guide that covers topics such as individuals who should be included in planning, data collection procedures in the planning process, and coordination of planning meetings. Appended to the guide are Oregon standards that apply to vocational education, major sources of information for community data, sample forms and questionnaires, and tables of data pertaining to vocational education in Oregon. (MN)

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PLANNING FOR PROGRESS

Evaluating and Planning for Vocational Education in Oregon

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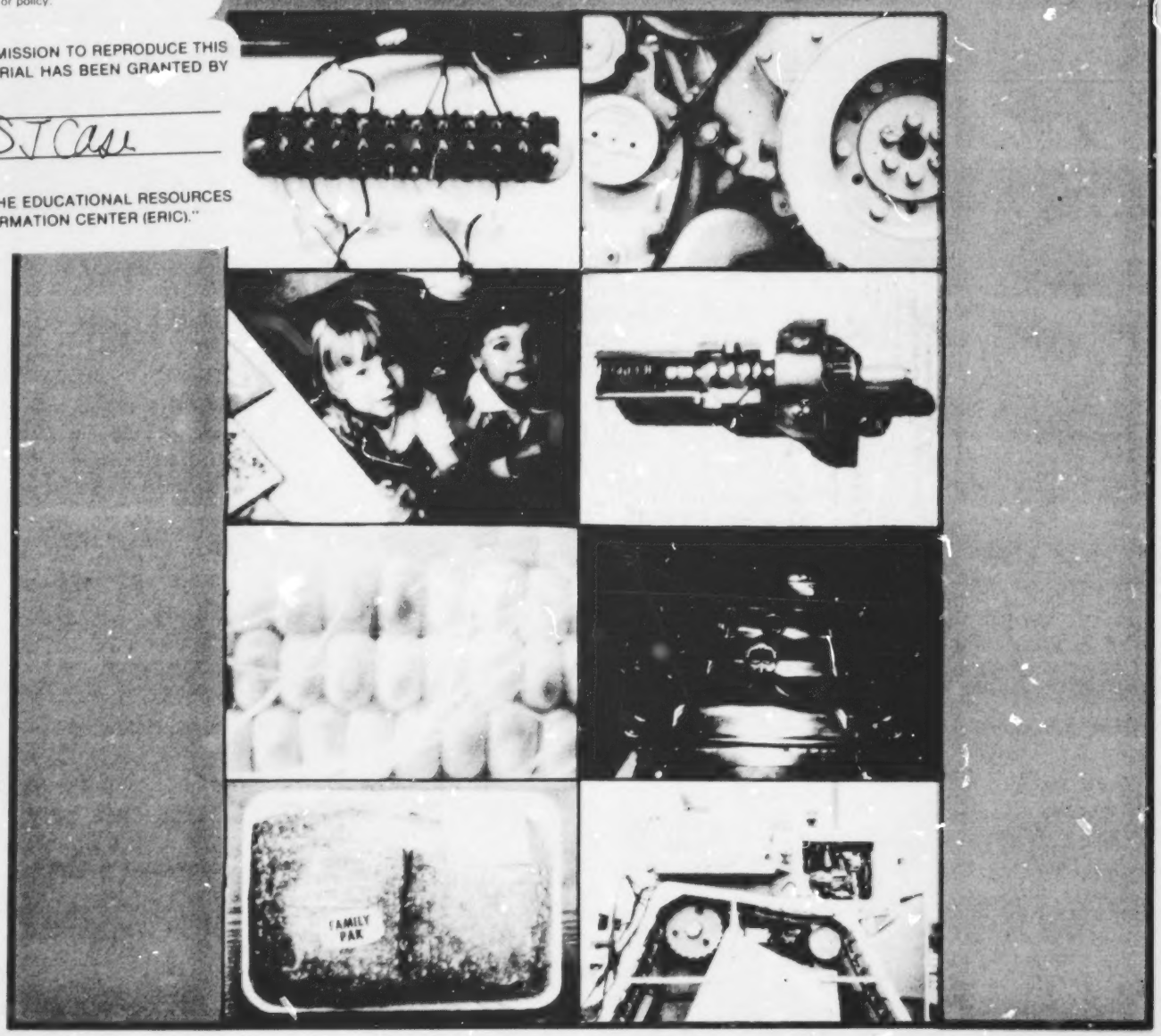

CE 037 463

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How Does the Second Edition of PLANNING FOR PROGRESS Differ from the First Edition?

The second edition includes several resources not present in the first edition:

1. The new Community Data section provides a process for considering information about the school and community served by vocational programs and about employment opportunities in the state and region.

2. The Alternative Program section of the first edition has been renamed External Program.

3. Page 35 and Form S in the first edition have been modified. In the second edition the information appears on page 29 and Form U.

4. The leadership guide has added a rationale for use of community data and sources for this data.

5. The revised Appendix II provides updated information about requirements for specific vocational programs, including the new alternative vocational programs.

6. The new Appendix III provides an annotated list of sources of information for locating community data.

A Note From Project Staff

Evaluation and planning are facts of life to vocational education programs. These processes are important because they can help improve the program and they are required for vocational programs that use state and federal money. In this document we provide vocational directors and teachers with a process for collecting information to be used in evaluation and planning. This material is designed to collect information required for:

- Local annual planning which includes:
  - Review of community data
  - Review of an existing program
  - Review of an external program
  - Decision making process for a new program
- Long range planning

These processes suggest characteristics of an optimal vocational program. If your vocational program includes the characteristics identified in Form K it will meet Oregon Department of Education minimum standard requirements. In addition we have marked with an asterisk items that meet minimum requirements for vocational program approval by the Oregon Department of Education.

IMAGES OF PROGRESS: A note about the photographs in this book

The illustrations were designed to provide one interesting visual image from each of twelve vocational areas taught in Oregon high schools. Wherever possible, the cooperating business or industry suggested something they felt was a trend or a special achievement in their field. In some cases, a traditional example was used.

Neither the "comment" sections on the backs of photo pages nor the photos themselves is intended to be comprehensive or representative of the entire vocational area included.

The designer worked with the following Portland Area businesses and industries to develop the pictures and information used in the graphics:

Holladay Park Hospital, Tektronix, Halton Tractor, Cummins Diesel, The Western Wood Products Association, University of Oregon Health Sciences Center, Roger Cooper Associates Construction, Benson Hotel, Portland Police Bureau, Fred Meyer, Inc., Frederick and Nelson and the Collins Farm.

Acknowledgements

The most critical times in the development of a written project are the early brainstorm stage when people think about what is possible, and the field test stage when potential users give the material a try. The first stage is important because purposes and themes are identified, the latter because only people who see the material as a finished piece and try to use it can tell if what is written is clear and makes sense. We appreciate having heard things like, "I don't understand this," "Don't bother with this form," "Why do we have to skip around so much?" and "We don't budget this way," because this feedback is essential in making the process this document describes work. The Advisory Committee members were interested and thoughtful in the assistance they provided. The project staff is grateful for their time and help.

Thank you so much.

This document was developed pursuant to a grant from the Oregon Department of Education. However, the opinions expressed herein don't necessarily reflect the position or policies of the Oregon Department of Education, and no official endorsement should be inferred.

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Table of Contents

How Does the Second Edition of Planning for Progress Differ from the First Edition? i
Note From Project Staff ii
Table of Contents . . . . . v-vii
Introduction . . . . . viii-ix

Local Annual Planning

Review of Community Data

Community Data includes information about the school and community served by vocational programs and about employment opportunities in the state and region.

Begin by Completing Forms 1
Community and School Characteristics 2
Employment Levels for Existing and Potential Vocational Programs 3-4

Review of an Existing Program

A program that is taught in the district using district staff.

Begin by Completing Forms 5
Jobs 6
Program Outcomes 7
Program Components 8-9
Develop a Plan for the Program 10-11
Modification Costs 12
Operating Costs 13
Least Costs 14
External Program Options 15-16
Other Reasons 17

Review of an External Program

A program outside the district in which district students are participating.

Begin by Completing Forms 19
Jobs 20
Program Outcomes 21-22
Operating Costs 23
External Program Options 24-25

Decision Making Process for a New Program

A new program may be taught in the district or it may be a program outside the district in which district students can participate.

Begin by Completing Forms 27
Jobs 28
Interest in a New Program 29
Preliminary Plan for the Program Being Considered 30
Operating Costs 31
Cost Effectiveness 32
External Program Options 33-34

Long Range Planning

A long range plan synthesizes plans for individual programs within schools so that district level decisions can be made about programs and costs.

Begin by Completing Forms 35
Develop a District Long Range Plan 36-37

Leader's Guide

Who is the Planning Leader? 39
Purpose and Use of This Material 40-42
Who Should Be Included in Planning? 43
Collecting Information for the Planning Process 43
Coordinating Planning Meetings 46

Appendices

Oregon Standards that Apply to Vocational Education 47
Vocational Education Program Requirements 48
Oregon Department of Education General Requirements
Requirements for Cooperative Work Experience 49-50
Cluster and In School Requirements 51-56
Alternative Program Requirements 56-60

Major Sources of Information for Community Data 63
Oregon State Department of Economic Development
Regional Representatives 65
Oregon State Employment Division Local Labor Economists . 66
Private Industry Council Representatives (PIC's) 67
Additional Information about sources listed in
Information Available Outside the Local District, page 44
Career Information System (CIS) 68
City or County Assessment and Taxation Division 68
Local Chamber of Commerce 69
Oregon Department of Economic Development 70
Oregon Department of Education,
Division of Vocational Education 71
Oregon State Employment Division 71-74
Private Industry Councils 75
Surveys 75
Trade, Industrial and Professional Associations, Labor
Unions and Joint Apprenticeship Committees 76

Forms, Forms, Forms

Form	Title
A	Characteristics of the School District
B	Collecting Data on Career Expectations and Implementation (Sample Survey)
C	List of Existing/Potential District Vocational Education Programs

Form	Title
D	Employment and Educational Status of Program Completers
F	Cumulative Record, Enrollment and Educational Status of Program Completers
F	Student Follow-Up Study (Sample Survey)
G	Employer Follow-Up Study (Sample Survey)
H	Summary, Student Follow-Up
I	Summary, Employer Follow-Up
J	Student Achievement Trends
K	Review of Vocational Program Components
L	Student Course Critique (Sample Survey)
M	Summary Student Course Critiques
N	Program Long Range Plan
O	Costs for Program Modification
P	Direct Operating Costs Per Year
Q	Possible Changes to Improve Program Costs
R	External Program Options for Existing Vocational Programs
S	Summary, Annual Program Review
T	Student Interest Survey
U	Climate for Vocational Program Modification and Implementation
V	Preliminary Plan for a New Program
W	Secondary Vocational Program Application Request
X	Building/District Long Range Plan
AA	Demographic Profile of the Region and State
BB	Employment Outlook as Related to Programs and ODE Priorities
CC	Potential Economic Development in the Region
DD	Employment Trends for Occupations Addressed by an Existing/Proposed Vocational Program
EE	Additional Employment-Related Training Opportunities
FF	Total (Unduplicated) Enrollment in the Program by Year
GG	Enrollment and Completion Trends for Special Population Groups by Year
HH	Students Participating in Cooperative Work Experience by Year and Special Population Groups

Introduction

What Is the Purpose of this Handbook?

Planning for Progress provides school vocational directors and teachers a process to use in collecting information for vocational education evaluation and planning. This process is organized into sections as follows:

Local Annual Planning
- Review of Community Data
- Review of Existing Program
- Review of External Program Option
- Decision Making Process for a New Program

Long Range Planning

Leader's Guide
Appendices
Forms

This process suggests characteristics of an optimal vocational program. If your vocational program includes the characteristics identified in Form K, it will meet Oregon Department of Education minimum standard requirements. In addition, we have marked with an asterisk items that relate to minimum requirements for vocational program approval by Oregon Department of Education.

Who is Responsible for Vocational Evaluation and Planning?

The school's vocational director! It is up to that person to start the process and ask for help, as it is needed, from the vocational teachers, the regional coordinator and vocational advisory committee members.

Important!

The school vocational director doesn't need to do this alone. The regional vocational coordinator has material and is prepared to help organize the planning process, collect information, and interpret the various forms. Give him or her a call before you start.

How Long Will This Process Take?

We're not willing to estimate in hours how long you will need to spend collecting information and thinking about the questions we raised here. Obviously the amount of time needed will vary depending on the people involved, how a program is working and how easily available information is. What we know is that careful program review and thoughtful planning does take time, and you should be prepared to spend several hours on the tasks.

What Information is Needed for This Process?

A number of forms to use in collecting data have been provided. One form may be used a number of times to collect data for different steps in the local planning process, so the copies we've provided are intended to be masters which can be reproduced as needed. The forms identified by a double letter – AA, BB, etc. which are located at the end of the forms section are intended for regional coordinators to use in collecting data to assist the local district.

How is Each Step of the Process Organized?

Each step is usually divided into three parts:

Collect Information:

In this part we provide a list of forms to use in collecting data to use for decision making and suggest who should collect the data.

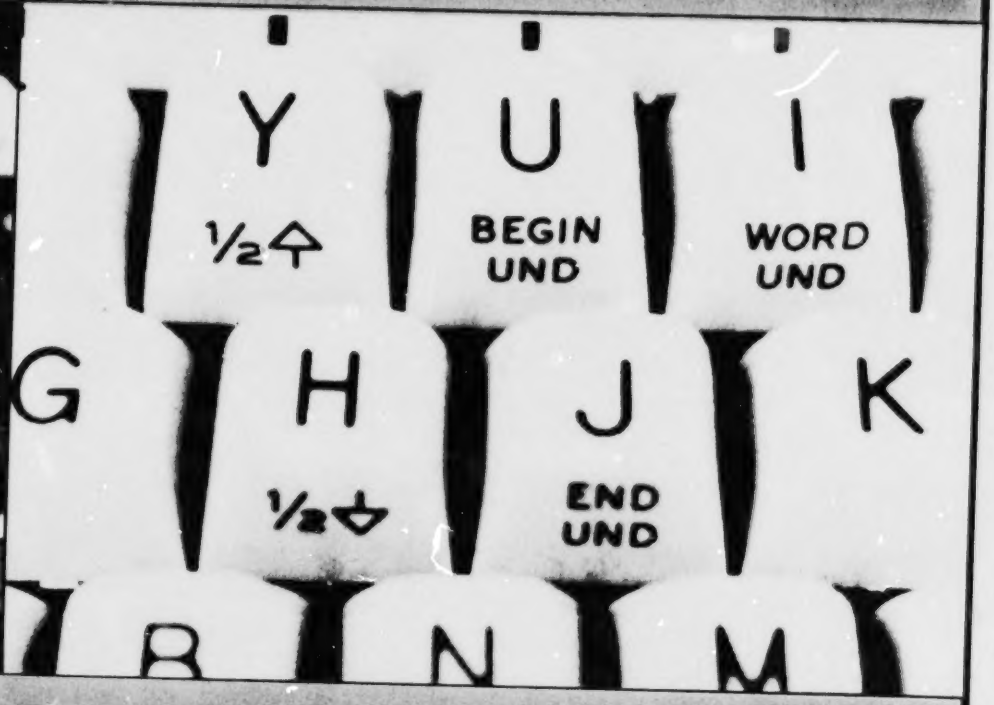
Copies of the forms are located in the final section of this material. One form may be used a number of times to gather information at different times in the process so the copies we've provided are intended to be used as masters for you to reproduce.

Answer the Questions:

In this part we ask several questions which serve as organizers for the information you've collected. Space is provided to record totals and to summarize your conclusions.

Go to the Next Step:

This part provides directions for your next step in the process.



ACCOUNTING

Photo site courtesy Fred Meyer Inc.

COMMENT
ACCOUNTING:
Accounting has changed radically as inventory management, pricing, sales procedures and records are managed with lightening speed by computer. Our photos from Fred Meyer show the laser scanning check-out system which "reads" the white spaces between the black bars on the Universal Product Code.

AGRICULTURE

Photo site courtesy the David Collins Farm, Brownsville and Fred Meyer Inc.

COMMENT

AGRICULTURE:

Trends here tend to be toward diversification. New markets have emerged. Oregon nursery stock is increasingly popular in the eastern and southern United States and foreign markets want more Oregon fruits, vegetables and grass seed.

Local Annual Planning:

Review of Community Data

Are you using the correct section?

The first step of planning for vocational programs involves considering information about the community and school served by the programs and about employment opportunities in the state and region.

Complete this section before reviewing existing programs, page 5, external programs, page 19, or considering new programs, page 27.

Community Data

Begin the Section by Completing the Following Forms:

Regional Coordinator

Form AA	Demographic Profile of the Region and State.
Form BB	Employment Outlook as Related to Vocational Programs
Form CC	Potential Economic Development in the Region

Vocational Director

Form A	Characteristics of the School District.
Form B	Collecting Data on Career Expectations and Implementation.
Form C	List of Existing/Potential District Vocational Education Programs.

2

Community Data

Collect Information: Community and School Characteristics

Who Collects Data	Forms	Sample Survey
Regional Coordinator and Vocational Director	AA	
Vocational Director	A, C	B

Answer the Questions

1. How is the population of the community divided by age, race and earning power? (Form AA) _____

2. What are unemployment rates in this community and region in comparison to the state? (Form AA) _____

3. What is the estimated occupational distribution of this community? (Form AA) _____

4. What are the enrollment trends for the high schools in this district? (Form A) _____

5. What proportion of the students who enter the ninth grade in this district leave prior to receiving a high school diploma or certificate of attendance for other than natural causes (e.g., death, illness) or to transfer to another district? (Form A) _____

6. To what extent do students implement the career expectations that they had as seniors in this district? (Form A from sample Survey B) _____

7. What proportion of the students in this district's high schools enroll in vocational programs? (Form C) _____

★ Could vocational education increase effectively the post-high school options for students in this district? _____

Go To The Next Step

- Consider employment outlook for the region and state as it relates to vocational programs offered by the district. See page 3.

Community Data

Collect Information: Employment Levels for Existing and Potential Vocational Programs

Who Collects Data	Forms
Regional Coordinator and Vocational Director	BB
Regional Coordinator	CC
Vocational Director	C

Answer the Questions

1. Which programs are currently offered in this district? (Form C) _____

2. What are the employment/unemployment levels for occupations addressed by vocational programs currently offered in this district? (Form BB) _____

3. What are the five top cluster areas and related key occupations projected for the year by the Oregon Department of Education? (Form BB) _____

4. What is the employment/unemployment outlook for occupations NOT addressed by vocational programs currently being offered in this district? (Form BB) _____

5. Compare the employment/unemployment level for occupations addressed by vocational programs with employment/unemployment levels for occupations not addressed. (Form BB) _____

6. What industries and employers are being considered in economic development plans for this region and the state? (Form CC) _____

7. Is high school preparation appropriate for potential occupations in the region? (Form CC) _____

★ Given the employment outlook for this region, what vocational programs would be appropriate for the district to offer? _____

4

Go To The Next Step

- Check (✓) on Form C existing programs that can be justified solely on the basis of employment data.
- Put an (◗) on Form C next to vocational programs that could be offered by the district, given employment data.
- Put an (X) on Form C next to existing programs for which limited employment opportunities are available.
- Review existing and external programs currently offered in the district. See pages 5-17 and 19-25. Then consider whether a new program should be offered. See pages 27-34.

CHILD CARE SERVICES

Photo site courtesy Holladay Park Hospital Day Care Facility

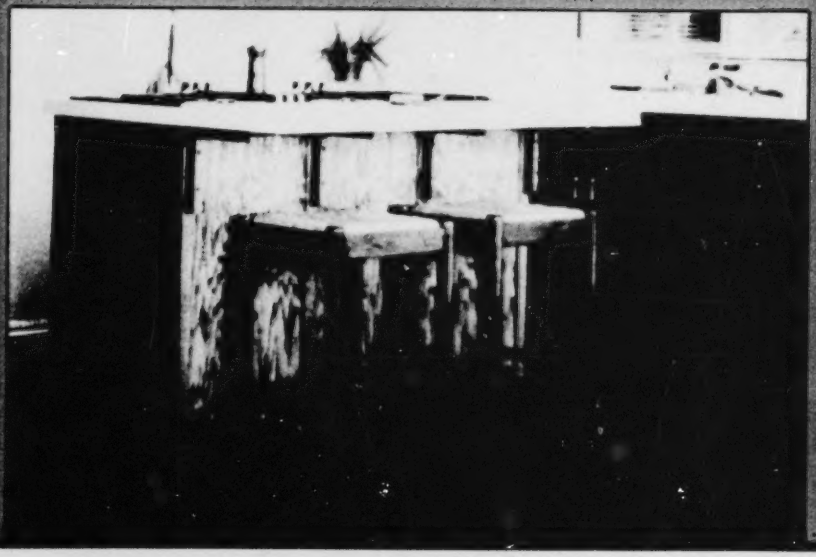
COMMENT

CHILD CARE SERVICES:

An Oregon pioneer in the industrial child care business, Holladay Park Hospital provides subsidized day care for children of employees. "Clients" can be as young as six weeks or as mature as 14 years.

CONSTRUCTION

Photo sites courtesy Roger Cooper Associates



COMMENT

CONSTRUCTION:

Specializing in smaller, designer homes, hard-to-handle lots and arrangements which can include owner work, Roger Cooper Associates reflects the industry's concern for keeping one family homes affordable.

Local Annual Planning:

Review of an Existing Program

Are you using the correct section?

An existing program is a program that is taught in the district using district staff and facilities. If you are reviewing such a program, turn to page 5.

If you are reviewing a program outside the district in which your students are participating, turn to "Review of an External Program," page 19.

If you are considering starting a new program in your district or enrolling your students in a previously unused program outside the district, see "Decision Making Process for a New Program," page 27.

Complete "Review of Community Data," page 2, before reviewing an existing program.

Existing Programs

Begin the Section by Completing the Following Forms:

Regional Coordinator

Form DD	Employment Trends
Form EE	Employment Related Training Opportunities
Form FF	Enrollment Trends
Form H	Summary - Student Follow-Up (if no local follow-up exists)
Form I	Summary - Employer Follow-Up, (if no local follow-up exists)

Advisory Committee

Form K	Review of Program Components
Form O	Costs for Program Modification

Teacher/Vocational Director

Form F	Student Follow-Up (sample survey)
Form G	Employer Follow-Up (sample survey)
Form H	Summary - Student Follow-Up (if local survey is used)
Form I	Summary - Employer Follow-Up (if local survey is used)
Form J	Student Achievement Trends
Form K	Review of Program Components
Form L	Student Course Critique (sample)

6

Existing Program

Collect Information: Jobs

Who collects data	Forms
Regional Coordinator	DD EE

These forms are tools! If it makes more sense to enter the information directly in the space provided below, do so.

NOTE: Master copies of these forms are in the back of this book.

Answer The Questions

1. Are there adequate jobs for program completers?* _____

Vocational program area _____ Average annual job openings requiring high school preparation:
current_____ # new/replacement_____(Form DD)

2. Are additional vocational education opportunities available (e.g., community college, proprietary schools, apprenticeship programs)? _____
programs available (Form EE) _____

★ Are the number of jobs and additional education opportunities adequate? _____

Go To The Next Step

- If adequate jobs and training opportunities are available, consider your program outcomes. See page 7.
- If few jobs exist, consider involving your students in an external program. See page 15.

**ODE suggested criteria for adequate jobs:* *10,000 employed; 2000 expansion and replacement over the next 5 years in Oregon.*

Collect Information: Program Outcomes

Who collects data	Forms	Sample Surveys
Regional Coordinator	FF, GG	
Vocational Director	D, E,	F, G, H, I
Teacher	J	

Answer The Questions

1. Are former students employed in related occupations or pursuing further education in related fields?

Number and percent of program completers doing so (Forms D, E) _____

2. Are program completers who work full time in related fields prepared to do their jobs?

Number and percent of program completers whom employers feel are adequately prepared (Form I) _____

Percent of program completers who believe they were adequately prepared to do their jobs (Form H) _____

3. Does the program provide equal opportunity for special population groups (e.g., handicapped, disadvantaged, limited-English proficiency, women in male-intensive occupations or vice versa)?

Total unduplicated enrollment (Form FF) _____

Number of students in the program in special population groups (Form GG) _____

Number of students in special population groups who completed the program (Form GG) _____

Number of students in the total population who completed the program (Form GG) _____

4. Are program course goals/competencies being achieved by students?

Percent of students in the program who have met the goals/competencies (Form J) _____

★ Can the program be improved? _____

Go To The Next Step

- Consider the components of your program. See page 8.

8

Existing Program

Collect Information: Program Components

Who collects data	Forms
Teacher Vocational Director Advisory Committee	K, L, M

Important Information Related to Form K

Form K asks questions about program components, e.g., advisory committee, staff, equipment, etc. The questions in the form refer to characteristics that would be part of an optimal vocational education program.

As an added feature, certain items relate to minimum requirements for Oregon Department of Education vocational program approval. They are preceeded by an asterisk (*). If you have questions about implementing these requirements you should ask your regional coordinator or the state vocational program specialist.

A list of Oregon Department of Education standards that apply to vocational programs in Oregon is provided in Appendix I. Information on Oregon Department of Education requirements for individual programs is provided in Appendix II.

If your vocational program includes the characteristics identified in Form K, it will meet state minimum standard requirements.

Answer The Questions

★ In which components should changes be made? (Summarize from Form K)

★ Who recommends the changes?

Record this information in the graph on page 9.

Program Components	Who Made the Suggestion: Students (Forms F, G, L, M)	Advisory Committee (Form H)	Teachers (Form K)	School Administrators	School Board Members	Coop Work Experience Employers	Employers of Program Completers (Form G)
Advisory Committee							
Staff							
Students							
Equipment & Facilities							
Safety							
Instructional Materials							
Instruction							
Cooperative Work Experience							
Vocational Student Organizations							
Job Placement & Follow-Up							
Guidance							
Evaluation							

Go To The Next Step

- If changes need to be made in the existing program, develop a plan to make the changes. See page 10.
- If no changes need to be made in the existing program, consider how much the program costs. See page 13.

10

Existing Program

Develop a Plan For the Program

Who Participates	Form
Vocational Director Teacher Advisory Committee Other District Personnel	N

Do The Following On Form N

- If your program is operating at top efficiency, prepare a plan that extends current operating procedures into the future. Use Form N-2
- If you want to change your program, use Form N-1 and N-2
  a. Summarize the problem/deficiency or proposals for reducing costs.
  b. Describe proposed changes in student performance, enrollment, and/or cost.
  c. Summarize a plan for program improvement and/or reducing costs.

  1) Identify the program component targeted for the change

  - *Examples of program components:*

Advisory committee	*Instruction*
Staff	*Cooperative work experience*
Students	*Vocational student organizations*
Equipment and facilities	*Job placement*
Safety	*Guidance*
Instructional materials	*Evaluation*

  2) Identify the improvement goal/goals for each targeted component

  - *Examples of program components with goals:*

Component:	*Goal:*
Evaluation	*Increase student achievement in Metals II to 80% of all objectives by 90% of all students*
Cooperative work experience	*50% of all 11th grade and 90% of all 12th grade students will participate successfully in CWE*

3) Complete a program long range plan

a. State objectives in measureable terms
b. Estimate starting and completion dates
c. Estimate costs for accomplishing each objective

Example:

Program Component Goal	1981-1982	1982-1983	1983-1984
Component: Students *Goal: Increase enrollment from 50-120*	*Counselors inserviced (10/1/81) - 1/15/82) ($60); Brochure developed (1/15/82 - 3/15/82) ($150); 60 students enrolled*	*Course upgraded (9/15/82 - 5/15/83) ($800); 90 students enrolled*	*Brochure upgraded (10/1/83 - 11/30/83) ($175); 120 students enrolled*
Component: Equipment and Facilities *Goal: Upgrade equipment*	*20 electric typewriters purchased (10/1/81 - 12-31-81) ($16,000); 2 10-key adding machines (1/2/82 - 3/15/82) ($150)*	*20 electric typewriters purchased (10/1/82 - 12/31/82 ($16,500); 2 10 key adding machines (1/2/83 - 3/15/83) ($200)*	*1 CRT wordprocessor purchased and installed (10/15/83 - 3/1/84) ($17,000)*
Component: Staff *Goal: Upgrade technical competencies of teachers*	*3 teachers visit at least 2 businesses (2/15/82 - 4/15/82); 1 teacher participate in exploratory work experience during summer.*	*1 teacher particpate in exploratory work experience during summer; 1 teacher participate in indepth work experience during summer.*	*1 teacher particpate in exploratory work experience during summer; 1 teacher participate in indepth supervised work experience during summer.*
Total $			

Next Step

- After you have developed the plan, consider how much it costs to make the changes. See page 12.

12

Existing Program

Collect Information: Modification Costs

Who collects data	Form
Vocational Director Teacher	O

Answer The Questions

Modification costs are costs related to implementing a change. They do not include operating costs.

1. What are the costs for purchasing new materials and/or equipment and/or space? _____

2. What are the costs for upgrading existing staff/adding additional staff? _____

3. What are the costs for staff time to make necessary program improvements (e.g., curriculum development time)? _____

Total _____

Summarize conclusions:

★ Are modification costs to improve program effectiveness or to lower costs acceptable? _____

Go To The Next Step

- After you know what it will cost to make the changes, consider the operating costs of the modified program. See page 13.

Collect Information: Operating Costs

Who collects data	Form
Vocational Director	P

Answer The Questions

1. The actual expenditure per student (AEPS) for the program is (Form P) $ _____

2. The ideal expenditure per student (IEPS) for the program is (Form P) $ _____

★ Is the total cost for conducting the existing/modified program acceptable? _____

Having trouble . . . your regional coordinator knows what should be included in the items on the form. Give him/her a call.

Go To The Next Step

- After your have calculated operating costs for your program or plan, consider whether you can reduce operating costs. See page 14.

14

Existing Program

Collect Information: Least Costs

Who collects data	Form
Teacher	Q

Answer The Questions

1. Can the amount of time needed to complete the program be reduced? _____

2. Are more efficient instructional methods available? _____

3. Can alternative equipment reduce the amount of instructional time or maintenance costs? _____

4. Can the enrollment in the program be increased? _____

5. Can students get similar job skills through other vocational programs? _____

6. What is the effect of changes in these areas on student employability? _____

Summarize conclusions:

★ Can the operating costs of the program be reduced without affecting the employability of students? _____

Go To The Next Step

- If your existing or proposed program is as efficient as possible, consider whether an external program option can do the job less expensively. See page 15.
- If you can operate your existing or proposed program less expensively, fill out new forms N, O, and P. Then see if an external program option can do the job less expensively. See page 15.
- If you cannot afford to operate the existing or proposed program, see if an external program can do the job less expensively. See page 15.

Collect Information: External Program Options for the Program

Who collects data	Forms
Vocational Director	R, S

Answer The Questions

An external program option is any existing program outside the school in which students could participate.

1. What are the instructional costs (tuition)? _____
2. What are the support costs (transportation, supervision)? _____
3. What are the materials costs? _____
4. Is the schedule of classes feasible for district students? _____
5. Is transportation available? _____
6. Are students willing to participate? _____
7. Does the external program option promote employability? _____
8. Compare the costs and feasibility of the external program option to the costs and feasibility of the existing program. _____

   Summarize conclusions:

★ Is there an acceptable external program option to replace the vocational program? _____

16
Go To The Next Step

- If the external program option is not more cost efficient than your plan to change your program, implement your plan.
- If the external program option is not more cost efficient than your existing program, continue your existing program and fill out a plan to extend this program into the future. Form N-2. Directions see page 10.
- If the external program option is more cost efficient than your exisiting program or your plan to improve your program, implement the external program option.
- If you cannot afford to operate the existing or proposed program and the external program option is not more cost efficient, consider whether there are other reasons for maintaining the existing program. See page 17.

Document Decisions & Recommendations

- Using Form S, summarize the decisions that you have made. The numbers of the pages on which the criterion questions appear are noted. Under the heading, "recommendations," appropriate persons should check (✓) the desired actions, then sign and date the form.

Existing Program

Collect Information: Other Reasons

Who collects data

Vocational Director

Answer The Questions

1. Are there reasons to maintain an existing program for which supportive data is lacking? Describe.

2. List names and positions of persons who support this rationale.

Go To The Next Step

- Decide whether to maintain the program or discontinue it.

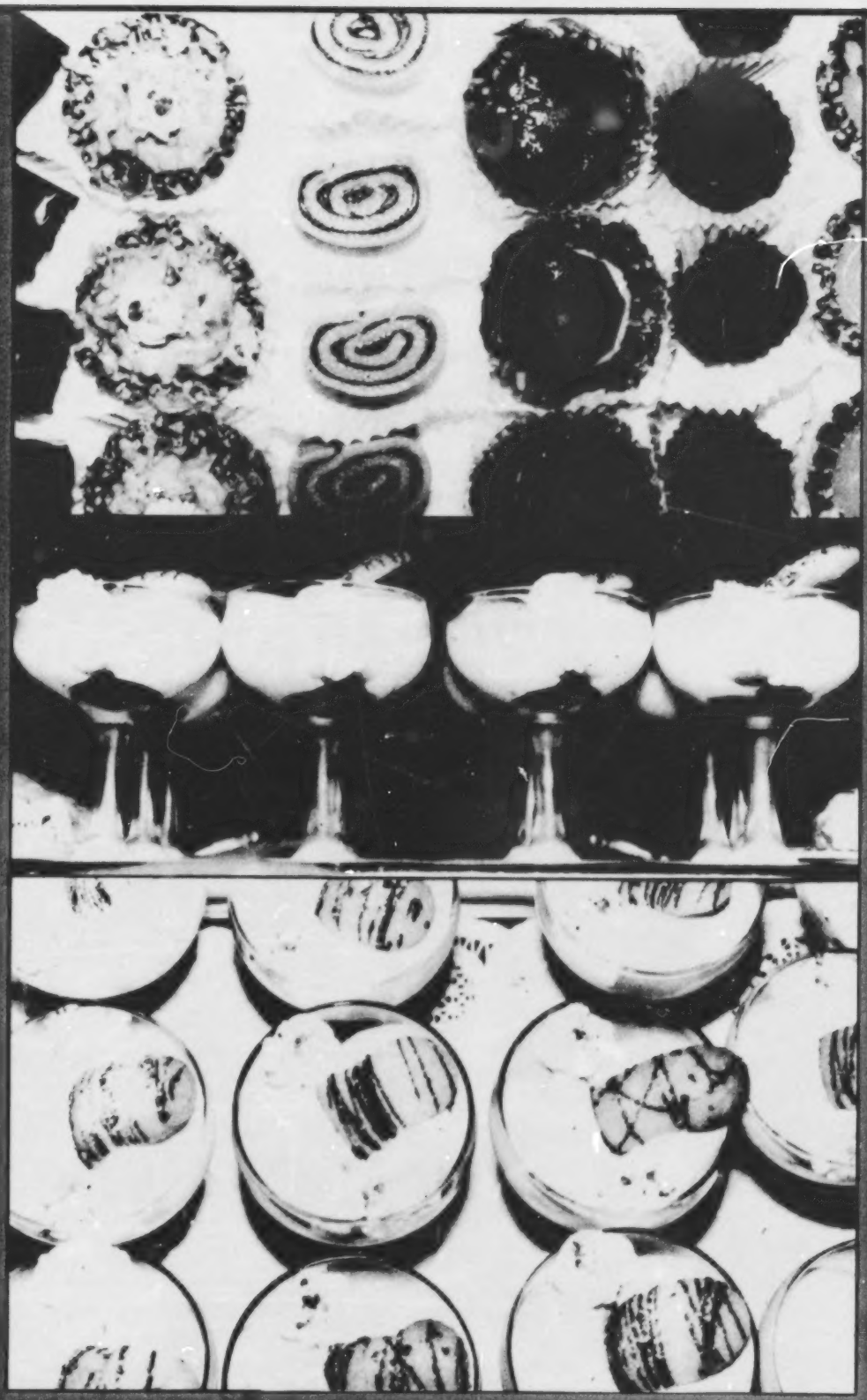
ELECTRICITY-ELECTRONICS

Photo of CRT gun by Larry Jackson,
courtesy Tektronix

COMMENT

ELECTRICITY-ELECTRONICS:

The photo we've used is a CRT gun. As the fundamental part of all computer display units, it is responsible for shooting electrons at the face plate in configurations which create the display we can read.



FOOD SERVICES

Photo site courtesy Bentley Hotel (Sunday Brunch)

COMMENT
FOOD SERVICES:
"It isn't what we do, it's how we do it," says the Benson Hotel's restaurant manager. Throughout the food service industry visual presentation, consumer participation and a trend toward fresh foods and fat free cooking are combined with style to create the unique identities consumers remember.

Local Annual Planning:

Review of an External Program

Are you using the correct section?

An external program is any program outside the school district in which students are participating. If you are reviewing such a program, turn to page 19.

If you are reviewing a program that is taught in the district using district staff and facilities, turn to "Review of an Existing Program," page 5.

If you are considering starting a new program in your district or enrolling your students in a program outside the district that you have not used before, turn to "Decision Making Process for a New Program," page 27.

Complete "Review of Community Data," page 2, before reviewing an external program.

External Program

Begin the Section by Completing the Following Forms:

Regional Coordinator

Form DD	Employment Trends
Form EE	Employment Related Training Opportunities
Form FF	Enrollment Trends
Form H	Summary - Student Follow-Up (if no local follow-up exists)
Form I	Summary - Employer Follow-Up (if no local follow-up exists)

Advisory Committee

Form K	Review of Program Components
Form O	Costs for Program Modification

Teacher

Form F	Student Follow-Up (local survey)
Form G	Employer Follow-Up (local survey)
Form H	Summary - Student Follow-Up (local survey)
Form I	Summary - Employer Follow-Up (local survey)
Form J	Student Achievement Trends
Form K	Review of Program Components
Form L	Student Course Critique (sample)

20

External Program

Collect Information: Jobs

Who collects data	Forms
Regional Coordinator	DD EE

These forms are tools! If it makes more sense to enter the information directly in the space provided below, do so.

NOTE: Master copies of these forms are in the back of this book.

Answer The Questions

1. Are there adequate jobs for program completers?* _____

Vocational program area _____ Average annual job openings requiring high school preparation:
current_____ # new/replacement_____(Form DD)

2. Are additional vocational education opportunities available (e.g., community college, proprietary schools, apprenticeship programs)? _____
programs available (Form EE) _____

★ Are the number of jobs and additional education opportunities adequate? _____

Go To The Next Step

- If there are many jobs related to the external program, consider starting your own program. See new program, page 27.
- If there are limited jobs related to the external program, consider your program outcomes. See page 21.

**ODE criteria for adequate jobs:* *10,000 employed; 2000 expansion and replacement over the next 5 years in Oregon.*

Collect Information: Program Outcomes

Who collects data	Forms	Sample Surveys
Regional Coordinator	FF, GG	
Vocational Director	D, E	F, G, H, I
Teacher	J	

Answer The Questions

1. Are former students employed in related occupations or pursuing further education in related fields?

Number and percent of program completers doing so (Forms D, E) _____

2. Are program completers who work full time in related fields prepared to do their jobs?

Number and percent of program completers whom employers feel are adequately prepared (Form I) _____

Percent of program completers who believe they were adequately prepared to do their jobs (Form H) _____

3. Does the program provide equal opportunity for special population groups (e.g., handicapped, disadvantaged, limited-English proficiency, women in male-intensive occupations or vice versa)?

Total unduplicated enrollment (Form FF) _____

Number of students in the program in special population groups (Form GG) _____

Number of students in special population groups who completed the program (Form GG) _____

Number of students in the total population who completed the program (Form GG) _____

4. Are program course goals/competencies being achieved by students?

Percent of students in the program who have met the goals/ competencies (Form J) _____

★ Can the program be improved? _____

22

Go To The Next Step

- If program outcomes of the external program in use are acceptable, consider whether its costs are acceptable. See page 23.
- If the outcomes of the external program in use are not acceptable, consider a different external program option. See page 24.

External Program

Collect Information: Operating Costs

Who collects data	Form
Vocational Director	P

Answer The Questions

1. The actual expenditure per student (AEPS) for the program is (Form P) $ _____

2. The ideal expenditure per student (IEPS) for the program is (Form P) $ _____

★ Is the total cost for conducting the existing/modified program acceptable? _____

Having trouble . . . your regional cocrdinator knows what should be included in the items on the form. Give him/her a call.

Go To The Next Step

- If the costs of the external program in use are acceptable, continue operating it as it is.
- If the costs of the external program in use are not acceptable, consider a different external program option. See page 24.

24

External Program

Collect Information: External Program Options for the Program

Who collects data	Form
Vocational Director	R

Answer The Questions

An external program option is any existing program outside the school district in which district students could participate.

1. What are the instructional costs (tuition)? _____

2. What are the support costs (transportation, supervision)? _____

3. What are the materials costs? _____

4. Is the schedule of classes feasible for district students? _____

5. Is transportation available? _____

6. Are students willing to participate? _____

7. Does the external program option promote employability? _____

8. Compare the costs and feasibility of the external program being used to the costs and feasibility of another external program option. _____

Summarize conclusions:

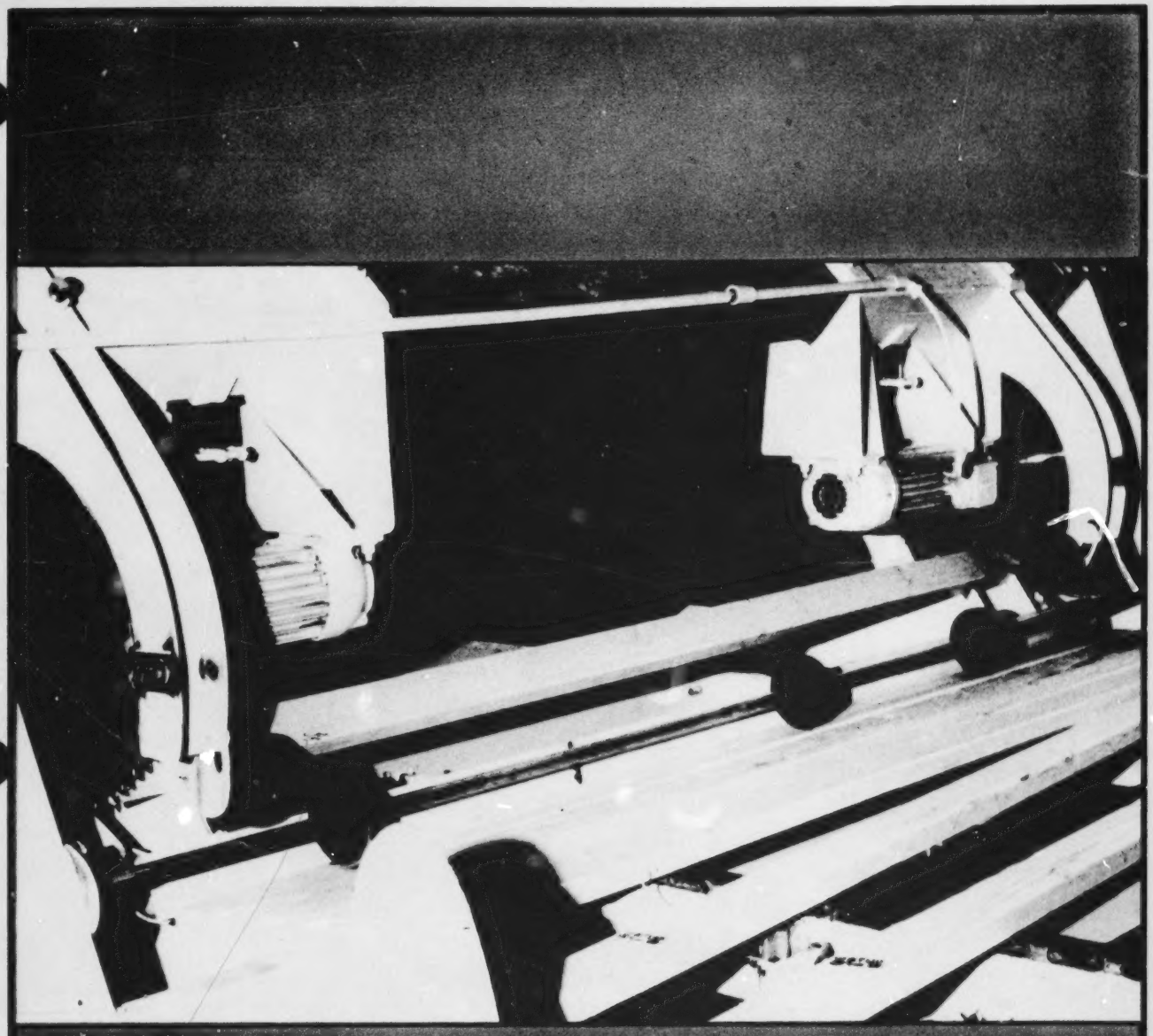
★ Is there an acceptable external program option to replace the external program being used? _____

Go To The Next Step

If the external program option being considered appears to be better than the external program in use and is more cost efficient, implement the program being considered.

If the external program option being considered appears to be no better than the external program in use, and the external program in use is not acceptable, discontinue the program.

If the external program option being considered is more costly than the program in use and the external program in use is too costly, discontinue the program.



FOREST PRODUCTS

Lumber, Timber
Wood Products

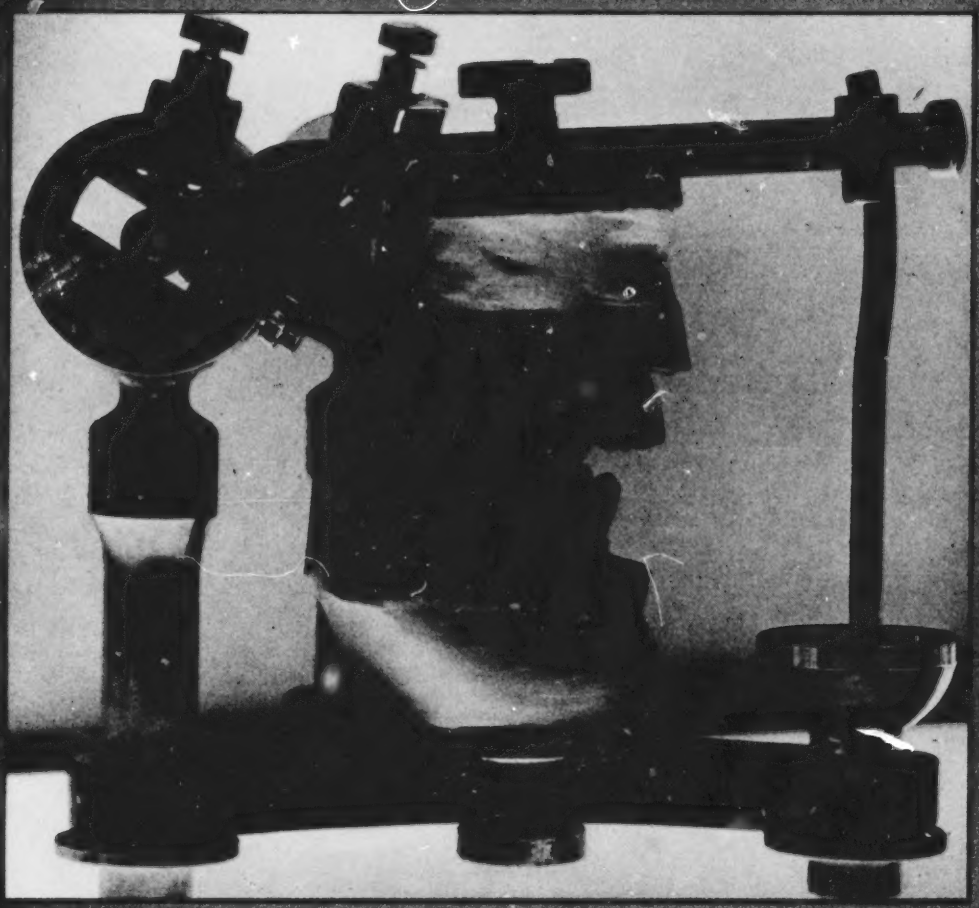
COMMENT

FOREST PRODUCTS:

One relatively new achievement in the lumber industry involves the use of a laser log scanner which can identify very efficiently the variety of cuts possible in a log.

HEALTH OCCUPATIONS

Photo from Dental School courtesy
University of Oregon Health Sciences
Center



COMMENT

HEALTH OCCUPATIONS:

Changes and achievements in health and medicine are numerous and ongoing. A few interesting growth or change areas include primary care nursing, para-professional and emergency technical careers and renewed interest in family practice medicine.

Local Annual Planning:

Decision Making Process for a New Program

Are you using the correct section?

A new program may be taught in the district or it may be a program outside the district in which district students can participate. If you are considering one of those, turn to page 27.

If you are reviewing a program outside the district in which your students are participating, turn to "Review of an External Program," page 19.

If you are reviewing a program that is taught in the district using district staff and facilities, turn to "Review of an Existing Program," page 5.

Complete "Review of Community Data," page 2, before considering a new program.

New Program

Begin the Section by Completing the Following Forms:

Regional Coordinator

Form DD	Employment Trends
Form EE	Employment Related Training Opportunities

District Administrator

Form C	Existing District Programs
Form P	Financial Data for Existing Programs and Projected Costs for the New Program

The Oregon Department of Education vocational program specialist can help.

Teacher

Form T	Student Interest Survey

Also needed:

Local survey of community and business support for programs being considered.

28

New Program

Collect Information: Jobs

Who collects data	Forms
Regional Coordinator or Vocational Director	DD, EE
Vocational Director	

These forms are tools! If it makes more sense to enter the information directly in the space provided below, do so.

NOTE: Master copies of these forms are in the back of this book.

Answer The Questions

1. Are there adequate jobs for program completers?* _____

Vocational program area _____ Average annual job openings requiring high school preparation:
current_____ # new/replacement_____(Form DD)

2. Are additional vocational education opportunities available (e.g., community college, proprietary schools, apprenticeship programs)? _____
programs available (Form EE) _____

★ Are the number of jobs and additional education opportunities adequate? _____

Go To The Next Step

- If there are few job opportunities related to the new program, don't consider it.
- If adequate jobs and training opportunities are available, then implementation of a new program should be considered. Determine if your local community and related business and industry will support the new program and if your students are interested in it. See page 29.

**ODE criteria for adequate jobs:* *10,000 employed; 2000 expansion and replacement over the next 5 years in Oregon.*

New Program

Collect Information: Interest In A New Program

Who collects data	Form	Sample Survey
Vocational Director	U	T

Answer The Questions

1. Would parents and students in this district high school support the implementation of new vocational programs? (Form U) _____

2. Would the school administration and board support (in terms of dollars) the implementation of new programs? (Form U) _____

3. Would business, industry and labor support the implementation of new vocational programs in this district? (Form U) _____

★ Should a plan for a new program be developed? _____

Go To The Next Step

- If jobs exist for the new program but student, community or business/industry support is low, consider an external program option. See page 33.
- If jobs exist and support is high for the new program, develop a preliminary plan. See page 30.

30

New Program

Develop A Preliminary Plan for the Program Being Considered

Who Participates	Forms
Vocational Director Teacher Advisory Committee District Personnel	V Use Form K as a guide for identifying components to include in your program.

Do The Following On Form V

1. Summarize employment trends for occupations related to the vocational program being considered.
2. Identify further vocational education opportunities related to the vocational program being considered.
3. Summarize interest/support evidenced by local businesses, the community and students.
4. Identify purposes/goals for the program.
5. Estimate starting costs for the program.

Next Step

- After you have developed the plan, consider how much it will cost. See page 31.

New Program

Collect Information: Operating Costs

Who collects data	Forms
Vocational Director	P

Answer The Questions

1. The estimated annual cost for this program $ _____

2. The annual operating cost for the program cannot exceed $ _____

★ Is the total cost for conducting the existing/modified program acceptable? _____

Go To The Next Step

- If projected costs for the new program are acceptable, develop a new program proposal. Call the regional coordinator if you need assistance.
- If projected costs for the new program are not acceptable, compare the projected costs for the new program with the costs of existing programs. See page 32.

New Program

Collect Information: Cost Effectiveness

Who collects data	Forms	When
Person who prepares the proposal	Forms P for existing and proposed programs Form W if necessary	When a proposed new program can't be implemented because of insufficient funds

Answer The Questions

1. Will the cost per student in the proposed program be less than the cost per student in an existing program? _____

2. Are the number of potential jobs and the opportunities for further education greater for the proposed program than for an existing program? _____

3. Are start up costs for the proposed program acceptable? _____

Summarize conclusions:

★ Should the proposed program replace an existing program? _____

Go To The Next Step

- If the new program is not more cost effective than existing programs, consider an external program option. See Page 33.
- If the new program is more cost effective than existing programs, terminate an existing program that is less cost effective and develop a new program proposal, Form W. Call the regional coordinator if you need assistance.

Collect Information: External Program Options

Who collects data	Form
Vocational Director	R

Answer The Questions

An external program option is any existing program outside the school district in which students could participate.

1. What are the instructional costs (tuition)? _____
2. What are the support costs (transportation, supervision)? _____
3. What are the materials costs? _____
4. Is the schedule of classes feasible for district students? _____
5. Is transportation available? _____
6. Are students willing to participate? _____
7. Does the external program option promote employability? _____
8. Compare the costs and feasibility of the external program option to the costs and feasibility of the proposed new program. _____

   Summarize conclusions:

★ Is there an acceptable external program option to replace implementing the proposed new program? _____

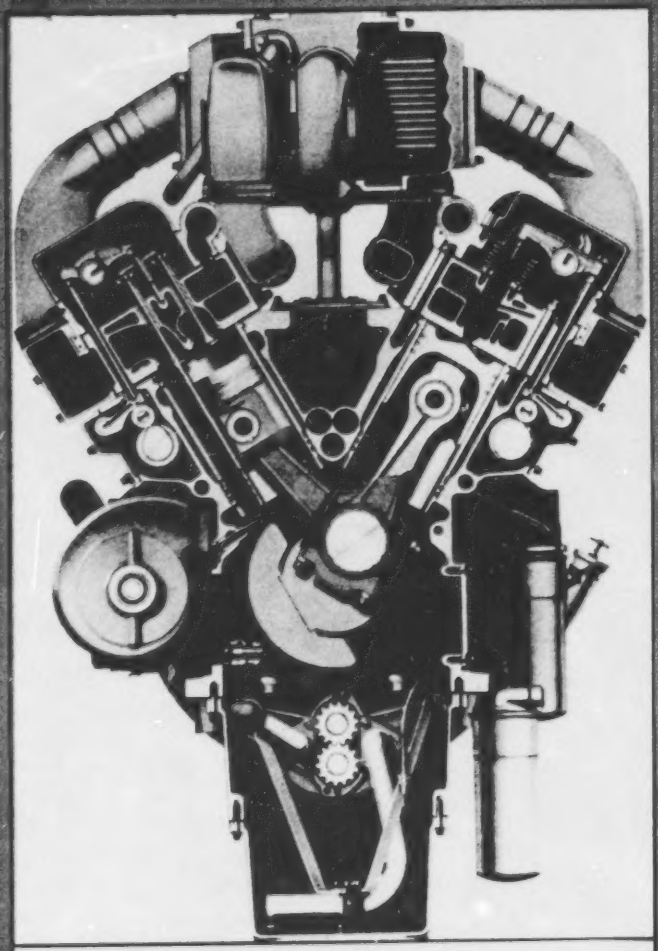
34

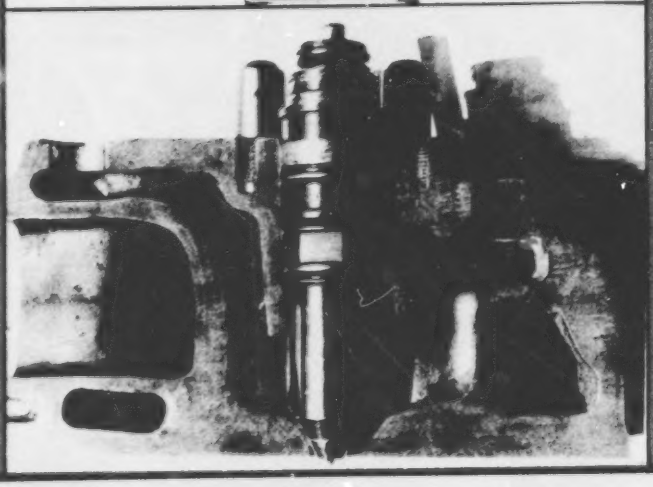
Go To The Next Step

- If the external program option is acceptable, implement the external program.
- If the external program option is not acceptable, the school should not provide vocational programs for these occupations.

INDUSTRIAL MECHANICS

Photo site courtesy Cummins Diesel Training Center





COMMENT

INDUSTRIAL MECHANICS:

Enrollment in the Cummins Diesel Training Center will vary with the industry's demands. The apprenticeship trainer there emphasized the need for basics such as combustion and injection theory which can be applied to solving many problems on the job.

MARKETING

Photo site courtesy Frederick and Nelson

COMMENT
MARKETING

Our photo is a reminder that, in an age revolutionized by computer technology, the well designed display, combined with properly targeted advertising are crucial elements in the sales process.

Local Annual Planning:

Long Range Plan For District Vocational Programs

Are you using the correct section?

A long range plan for district vocational programs synthesizes plans for individual programs within schools so that district level decisions can be made about programs and costs. If you are developing such a plan, turn to page 35.

If you are developing a plan to improve an individual program in a school, turn to page 5.

If you are developing a plan for a potential new program, turn to page 27.

Long Range Plan

Begin the Process by Completing the Following Forms:

Vocational Director

Form N for existing programs
Form V and supporting M forms for new programs
Supporting P forms for external programs in use

36

Long Range Plan

Develop a Long Range Plan Using Information Collected During Local Annual Planning, Page 1 to 25.

Who participates	Forms
Vocational Director	X Forms N for existing programs Forms V and supporting P forms for new programs Supporting P forms for external programs in use

Do The Following

1. Include existing, external and potential new programs in your long-range plan.

2. **Re existing programs**

   a. Form N sides 1 and 2, provides a long range plan for existing programs in which changes are planned.

   b. For existing programs in which no charges were planned, review Form N, side 2. Consider whether new and emerging technology or instructional materials should be added to these programs. If so, fill out a Form X for that program and include provisions for the new technology and or materials.

3. **Re. external programs**

   a. Fill out a copy of form X for each external program in use. Use information from supporting P forms.

4. **Re: new programs**

   a. Fill out a copy of Form X for each new program. Use information from Forms V and supporting P forms.

5. Total the direct operating and capital costs on Form X.

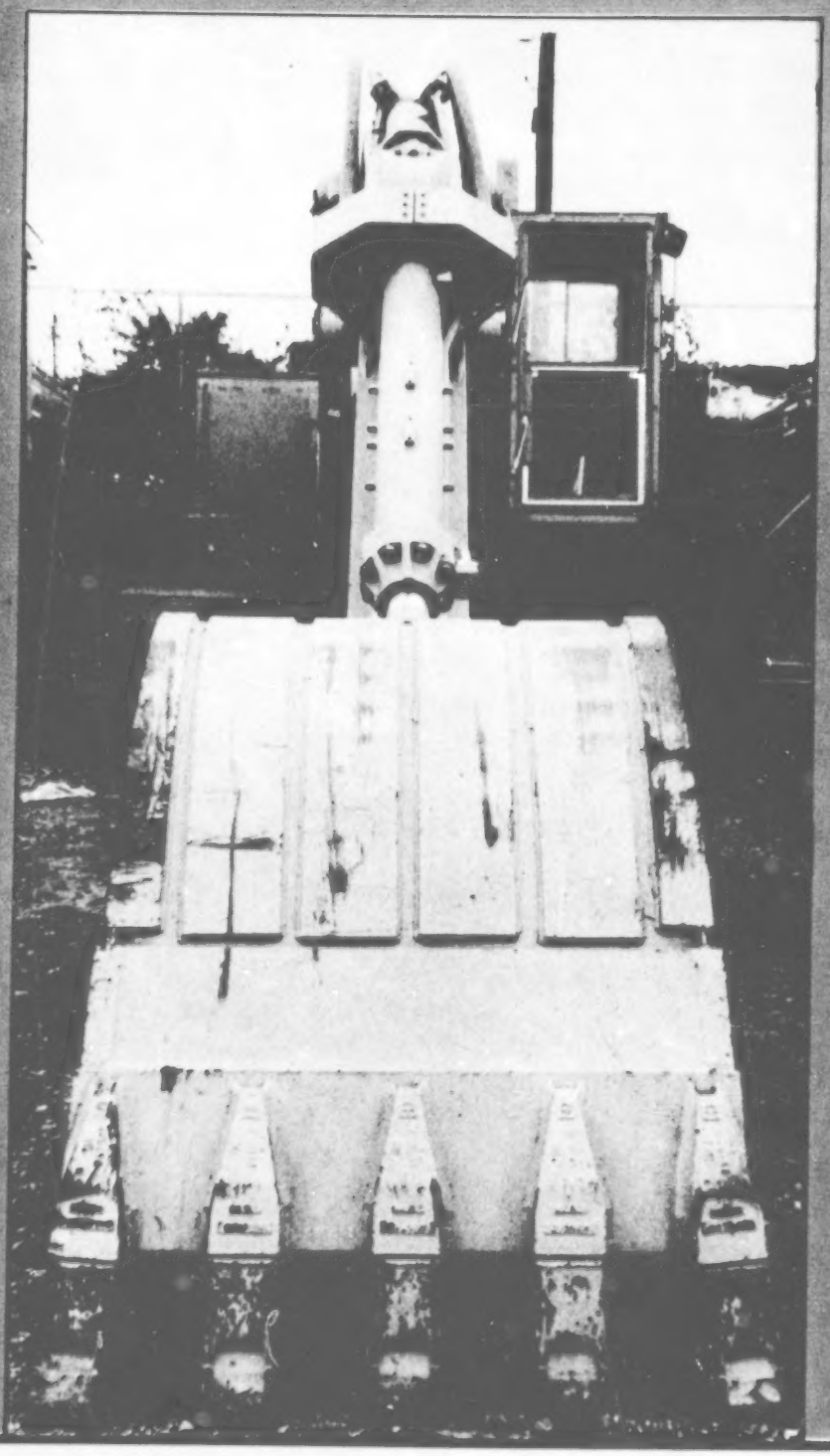
6. If the proposed total costs are too high given district budget realities, adjust the objectives either by moving them ahead to subsequent years or by deleting them.

Use the following criteria to help decide what to adjust or cut:

a. Importance of the problem/deficiency
b. Potential impact of the proposed changes on a problem/deficiency
c. Costs

METALS

Photo site courtesy Halton Tractor



COMMENT

METALS:

Working from basic tractor bodies, Halton's metal designers and welders create adaptions customized for Northwest use. With a shovel, the tractor in our photo is an hydraulic excavator. With the proper equipment adjustments it can also become a pine or fir forest log loader.

Leader's Guide

39

Leader's Guide

Who is the planning leader?

The planning leader is the person who assumes responsibility for managing the planning process for the local district. The school's vocational director is the person who is ultimately responsible for vocational planning and evaluation and this person may choose to manage the planning process. However, this is not essential. The vocational director may prefer to ask the regional coordinator or the ODE vocational program specialist for assistance and may prefer that one of these people manage the planning process.

What is the job of the planning leader?

1. The leader understands the purpose and use of this material. She or he knows what is involved in each section and knows how the sections fit together to form a coordinated, informed planning effort.
2. The leader knows who should be included in the planning process and can give directions to each of the participants throughout the process.
3. The leader is a key person in helping to collect information needed for the planning process.
4. The leader coordinates the efforts of planning team members at planning meetings.

This section provides information that will be useful to the leader in managing the local planning process.

Leader's Guide

1. Purpose and use of this material

Communities have personalities; schools have personalities. Both have characteristics that give them identities. In order to operate an effective vocational program, school vocational directors and teachers need to know their community and their students.

Elusive data like employment opportunities and unemployment records need to be considered, as well as more easily available information like the status of programs currently in operation, the expertise of vocational staff members and the level of funding that can be anticipated. If vocational programs are to serve the purpose of preparing students for real jobs, they must anticipate the future as well as reflect the present. This means vocational planners have to be aware of what desired industries are being considered for the area, how many people they will employ, what jobs will be available and when they may be expected to be in operation.

Once the data is in, planners need to consider its validity and its importance. Present resources and future job opportunities need to be weighed in the context of future resources and anticipated student enrollment. These are assessment and evaluation questions.

There is no pat formula for collecting data and making evaluation decisions. What **Planning for Progress** provides is a tool to help vocational directors and teachers ask the appropriate questions and find sources of information for the answers. Questions have been sequenced so that fundamental pieces of information like community profile and job opportunities are considered before looking at existing programs and budget realities.

Planning for Progress provides school vocational directors and teachers a process to use in collecting information for vocational education evaluation and planning. This process is organized into sections as follows:

Local Annual Planning

Review of Community Data

Community data includes information about the school and community served by vocational programs and about employment opportunities in the state and region.

In this section judgments are made about:

The demographic profile of the region and state. Page 2.
The employment profile of the community. Page 2.
The enrollment trends for the school district. Page 2.
Whether vocational education can increase post high school options for students in this district. Page 2.

If vocational programs can increase options, users are given a process to:
- Collect information about employment trends for jobs related to all vocational programs. Page 3-4.
- Collect information about jobs related to new industries and employers in the region. Page 3-4.
- Decide which vocational programs are appropriate for the district to offer. Page 3-4.

Review of an existing program

An existing program is a program that is taught in the district using district staff.

In this section judgments are made about:
- Number of job opportunities and/or further education related to the program. Page 6.
- Program outcomes. Page 7.
- Adequacy of program components. Page 8.
- Possible ways to reduce costs. Page 14.
- Use of an external program option. Page 15.

If changes need to be made in the program, users are asked to:
- Develop a plan to change the program. Page 10.
- Determine if the costs for modification are acceptable. Page 12.
- Decide whether to continue the program despite what evaluative data indicate. Page 17.

Review of an external program

An external program is a program outside the district in which district students are participating.

In this section judgments are made about:
- Number of job opportunities and/or further education related to the external program. Page 20.
- Program outcomes. Page 21.
- Program costs. Page 23.

Decision making process for a new program

A new program may be taught in the district or it may be a program outside the district in which district students can participate.

In this section judgments are made about:
- Potential programs to offer. Page 27.
- Number of job opportunities and/or further education related to potential area. Page 28.
- Level of student interest and community support. Page 29.

If a decision is made to consider a new program, users are asked to to:
- Develop preliminary plans. Page 30.
- Determine the acceptability of costs for the new program. Page 31.

If costs for new program are not acceptable, users are asked to either:

Realign a current program. Page 32.
Use an external program option. Page 33-34.

District Long Range Planning

In this section plans for individual programs within schools are synthesized so district level decisions can be made about programs and costs.

Plans from several program areas are compiled. Page 35.
A criteria is provided to help make a decision on where to adjust or cut. Page 36.

Local annual planning and long-range planning processes provided here suggest characteristics of an optimal vocational program. If the vocation program includes the characteristics identified in Form K, it will meet Oregon Department of Education minimum standard requirements. In addition, we have marked with an asterisk items that are minimum requirements for vocational program approval by the Oregon Department of Education. We have directed school district people who have questions about implementing the requirements marked with asterisks to call the regional coordinator or the ODE vocational program specialists.

Leader's Guide

This section provides information that will be useful to the leader in managing the local planning process.

Appendices

A list of Oregon Department of Education standards that apply to vocational programs in Oregon as of Summer 1983 is provided in Appendix I.

Information on Oregon Department of Education requirements as of Summer 1983 is provided in Appendix II.

An annotated list of sources of information for community data is provided in Appendix III.

Forms

A number of forms to use in collecting data have been provided. One form may be used a number of times to collect data for different steps in the local planning process, so the copies we've provided are intended to be masters which can be reproduced as needed. Forms N and W are intended as models for recording the program or district long range plan. In the actual planning process you will probably need more space for each item.

Forms identified by a double letter (AA, BB, etc.) are intended for the regional coordinator to use in collecting data for the local district.

Remember these forms are tools! If it makes more sense to enter the information directly in the space provided for each step of the process, do so!

Leader's Guide

2. Who should be included in the planning process?

Certainly the school or district vocational director should be involved, as should the vocational teacher. Each of these people should be responsible for helping to collect data and should have a voice in decision making.

The advisory committee should also be involved. Once basic information is available this group can be the key to determining priorities and recommending changes. Form K provides an excellent vehicle to understanding how each program is functioning and how it might be improved, so we recommend that the advisory committee be invited to participate in the review process that uses that form.

Since regional coordinators work closely with the ODE Division of Vocational Education and with local districts, they have access to much information that is useful in vocational planning. Because of their role, we have identified them as the people to call if there are problems in using this material. They have been provided in-service on the use of this material and so are prepared to help.

Finally, the ODE vocational program specialists are prepared to provide in-depth information about each of their program areas. They also are familiar with this material and are prepared to help.

Leader's Guide

3. Collecting information for the planning process?

An important part of careful planning is obtaining data to be used in decision making processes. We've tried to assist in that process by providing forms that ask pertinent questions and have space to record the information obtained. Lists of information that are needed and probable sources are provided at the beginning of each section. We've suggested that the regional coordinator can be a "right hand person" in collecting data that is not available in the local district. The chart on the following page shows where the information can be found.

Information Available Outside The Local District

Many of these sources are well known by vocational planners, but some may not be. For this reason an annotated guide to major sources of community data is included in Appendix III pages - .

Information	Form	Where to Get It
Demographic Profile of the Community	AA	State Affiliate Data Center (see page 64)
Unemployment rates and Occupational distribution of community residents		Local labor economists (see page 66) or State Employment Division Research & Statistics Office 378-8657
Employment trends and current available jobs by program area	BB	Occupational Program Planning System (OPPS), 378-6400 Local labor economist, Chamber of Commerce, PICs, trade, industry and professional organ.
New vocational programs projected by the ODE		ODE State Plan for Vocational Education
Types of new employers and industries desired for the region and Projected locations of new employers and estimated year workers needed.	CC	Oregon Department of Economic Development. Ask for local or regional economic development plans. For area contact person (see page 65). and/or Local Labor Force Trends publications, available from State Employment Division, Research & Statistics Office 378-8657 Local Chamber of Commerce (see page 69). Private Industry Councils (See pages 67).

Information	Form	Where to Get It
Potential occupations in desired/new industries		Same as above for Form CC and/or ODE Vocational Program Specialists 378-8472 and/or Trade, industrial and professional associations. (See page 76).
Employment data - supply demands, trends	DD	Oregon Employment Division local service office. Ask for the most recent copy of Occupational Employment Trends or Call Occupational Program Planning System (OPPS), 378-6400
Employment-related training opportunities:	EE	
Community College Programs		Coordinator, Program Development, Oregon Department of Education (ODE) 378-5738
Private School Information		Coordinator, Private Vocational School Licensing, ODE, 378-3608 or Coordinator, School Finance and Data Information Service, ODE, 378-3631
Apprenticeship		Specialist Apprenticeship Training, ODE, 378-8376
Employer Based		ODE Vocational Program Specialists
Other		Job Training Partnership Act (JTPA)
Total Unduplicated Enrollment	FF	ODE SERVE Report Form 6022
Enrollment trends for special population groups	GG	ODE SERVE Report Forms 6022, 6009A, 6009B or Teacher's grade books
Follow-up information on program graduates, including where they are employed and whether they are pursuing further education	D,E	Assist school to conduct survey (Form H), or ODE Annual Follow-up Study

Information	Form	Where to Get It
Employers' ratings of how well they believe students were prepared to perform job functions	H	Assist school to conduct local survey, (Form G) or Call Research Analyst, ODE, 378-2713
Students' ratings showing how well they believe they were prepared to perform job functions	I	Assist school to conduct local survey, (Form F)
Cost considerations for program modifications	O	ODE Vocational Program Specialists, 378-8472
External program options for existing vocational programs	R	Same as for Form EE. Programs in adjacent school districts
Potential parent and student support for a vocational program	U	Assist school to conduct local survey (students, Form R; parents, design local survey)
Business, industry and labor support for a vocational program		District vocational advisory committee and Local Chamber of Commerce Education Committee and Rotary or other business-related groups with representation from the major employers and labor councils. (See page 76).
Assessed property values and tax rates		City or county assessment and taxation division; district Business manager
Voter support of budgets		Voting records on school budget elections

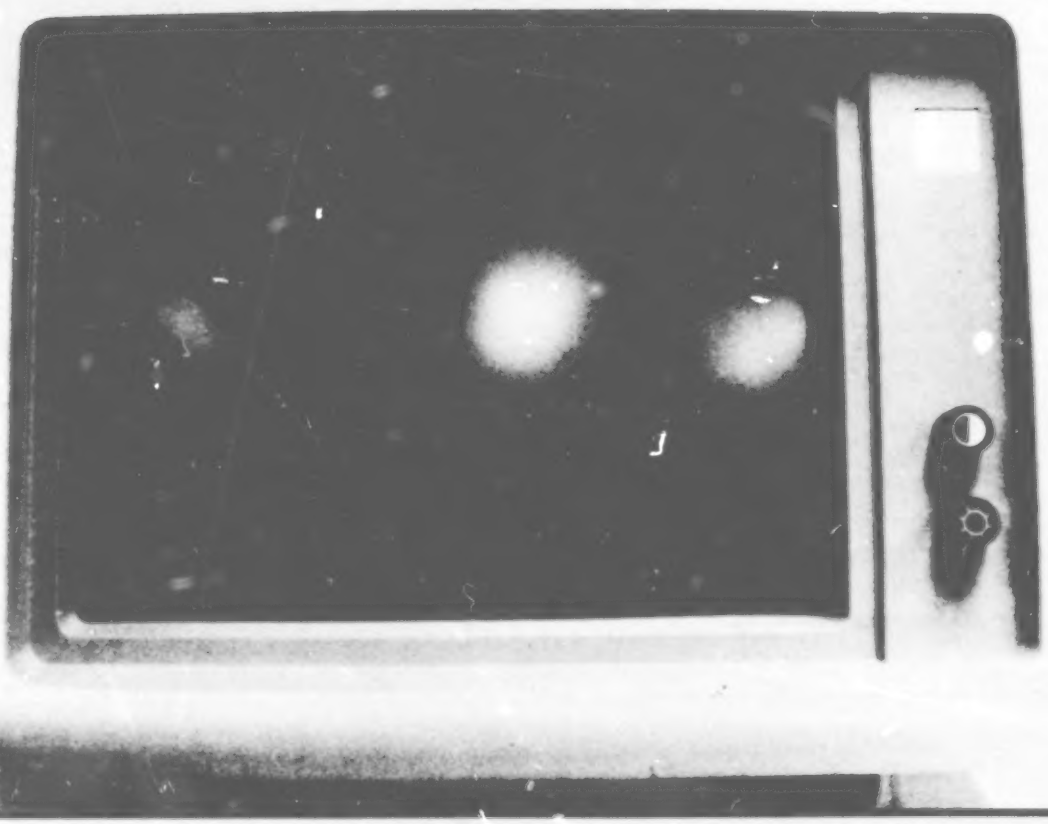
4. Coordinating Planning Meetings

Since this process should involve the shared expertise of several people, it is necessary to schedule a time when the actual evaluation and planning will take place. The meeting time should be far enough in advance to allow time for people to collect information that will be needed.

The leader should be prepared to conduct the meeting, coordinate the sharing of information that has been gathered, assist in completing the forms and guide the participants through the decision points.

SECRETARIAL-CLERICAL

Photo site courtesy IBM



COMMENT

SECRETARIAL-CLERICAL:

The IBM displaywriter screen in our photo is one of many word processing units which have literally changed the face of a profession and which provide processing, storage and retrieval functions for production typists and business educators.

Appendices

Appendix I

Oregon Standards that apply to Vocational Education

Standard 581-22-211:	There is a coordinated instructional program based on district, program and course goals and competence requirements for graduation.
Standard 581-22-316:	Planned course statements are written.
Standard 581-22-402:	Each district shall have a planned program for the basic skills through out all levels of the school program.
Standard 581-22-425:	Instructional opportunities are offered for all students to meet all district and state requirements for graduation.
Standard 581-22-505:	There is equal educational opportunity for all students.
Standard 581-22-510:	Instructor holds valid Oregon certificate and is assigned in accordance with certificate, district policies, program goals and applicable statutes and administrative rules.
Standard 581-22-602:	The District maintains a process of evaluating instructional programs.
Standard 581-22-702:	There is a coordinated guidance and counseling program for all students.
Standard 581-22-706:	There is a comprehensive safety program for all students and employees.
Standard 581-22-720:	The district provides facilities and equipment which are appropriate to instructional and support program activities.

Appendix II

Oregon Department of Education Vocational Education Program Requirements

Vocational cluster programs, special vocational programs, and alternative vocational programs shall be approved in accordance with policies and procedures established by the Oregon Department of Education.

CRITERIA FOR APPROVAL OF ALL SECONDARY VOCATIONAL EDUCATION INSTRUCTION

1. Vocational programs shall be sufficient in duration to develop the occupational skills and knowledge identified in the curriculum. Ten instructional hours per week for 36 weeks are required for cluster programs and special vocational programs, with the exception of alternative programs which have no minimum hourly instructional time requirements.

2. Instruction shall be based upon the skills and knowledge required in the occupation or occupational group upon which the program is based.

3. Vocational programs shall be based upon occupations which have significant demand for expansion and replacement.

4. Programs shall be open to all individuals who need vocational education, regardless of age, sex, race, ethnic origin, physical or mental handicaps, economic, academic, or other disadvantage.

5. Provision shall be made for the evaluation of vocational programs, based on how well stated objectives are met. Evaluation shall include appraisals from students, employers, and appropriate occupational advisory committees.

6. Instructors of vocational programs shall possess the occupational and educational competencies required in the vocational program area. As defined in Teacher Standards and Practices Commission regulations, appropriate certification for a given teaching assignment is required for vocational teachers at the secondary level.

7. Vocational programs shall be developed and conducted with the advice and assistance of an occupational advisory committee.

8. Vocational program curriculum materials shall avoid sex role and minority group stereotyping and bias.

9. Instruction shall be for occupations which do not require a baccalaureate or higher degree.

10. Students shall be provided with adequate instruction in safety practices related to a given occupation.

11. Vocational guidance shall be available to all students in vocational programs.

12. Placement and follow-up services should be provided for all program completers and early leavers.

13. Vocational education student organizations should be made an integral part of the instructional program.

14. Facilities, equipment, instructional aids, and supplies shall be of sufficient quantity and quality to allow students to meet curriculum objectives.

15. Appropriate written agreements or contracts shall be developed, with all available community resources utilized for student learning and occupational experience.

16. Close working relationships with community resources, especially business, industry, labor and other agencies, shall be maintained in the development, implementation, and operation of vocational programs, including cooperative work experience programs.

CRITERIA FOR THE APPROVAL OF COOPERATIVE WORK EXPERIENCE AND SCHOOL-DIRECTED PROJECTS AND ACTIVITIES

Cooperative Work Experience (Paid)

1. A student in cooperative work experience shall be enrolled in an approved vocational education program.

2. Cooperative work experience will be approved as a component of the vocational program, for a maximum of one unit of credit.

3. A participant in cooperative work experience must work for a minimum of ten hours per week for a full school year in order to earn a unit of credit.

4. Written training agreements between students, parents, employers and school shall be used.

5. Individual written training plans shall be used.

6. Public secondary schools and community colleges shall be responsible for informing private, nonprofit schools within their service areas of the availability of cooperative work experience programs funded under the Education Amendments of 1976.

7. Cooperative work experience shall be in compliance with federal and state laws regulating employment.

8. School and work experience shall be planned and supervised by vocational school personnel and the employer so that each contributes to the individual student's education and employability potential.

9. Provision shall be made for time and travel needed by personnel who are responsible for supervising work experience programs.

10. If cooperative work experience or unpaid work experience is used as an alternative (equivalent) to five of the ten hours per week required in school-based vocational education programs, provision shall be made to ensure that the majority of students participate.

Cooperative Work Experience (Unpaid)

1. A student in unpaid work experience shall be enrolled in an approved vocational education program which relates to the work experience.

2. Cooperative work experience will be approved as a component of the vocational program, for a maximum of one unit of credit.

3. A participant in cooperative work experience must work for a minimum of ten hours per week for a full school year in order to earn a unit of credit.

4. Individual written training plans shall be used.

5. Unpaid work experience shall be in compliance with federal and state laws regulating employment.

6. School and work experience shall be planned and supervised by vocational school personnel and the employer so that each contributes to the individual student's education and employability potential.

7. Industrial accident insurance shall be provided for students in unpaid work experience.

8. Provision shall be made for supervision time and travel needed by personnel responsible for supervised unpaid work experience programs.

9. Provision shall be made to ensure that the majority of students participate, should cooperative work experience or unpaid work experience be used as an alternative (equivalent) to five of the ten hours per week required in school-based vocational education programs.

School-Directed Projects and Activities

1. Industrial accident insurance shall be provided for students in school-directed learning activities and projects of a hazardous nature, such as construction, forestry, and agricultural mechanical activities conducted at school land laboratories (off campus).

CRITERIA FOR APPROVAL OF VOCATIONAL CLUSTER PROGRAMS

Agriculture Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through any of the following approaches:

   - Two or more periods per day of instruction, in sequence.

   - Two or more periods per day of instruction, not in sequence.

   - One or more periods per day of instruction, along with a minimum of 200 hours of supervised occupational experience.

2. Future Farmers of America (FFA) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational agriculture instructor serving as chapter adviser.

3. Provision shall be made for a 9th and/or 10th grade instructional program in agriculture, in addition to the cluster program offered in grades 11 and 12.

4. Provision shall be made for supervised occupational experience for all students enrolled in the agriculture program.

5. Provision shall be made for supervision of occupational experience students on a 12-month basis by a qualified vocational agriculture instructor.

Business Education Clusters - Accounting, Clerical, Secretarial

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through any of the following approaches:

   - Two or more periods per day of instruction, in sequence.

   - Two or more periods per day of instruction, not in sequence.

   - One or more periods per day of instruction, along with cooperative work experience.

   - One or more periods per day of instruction, along with school-directed project(s).

2. Future Business Leaders of America (FBLA) leadership and skills development activities should be an integral part of the program of instruction, with a qualified vocational business instructor serving as chapter adviser.

3. Cooperative work experience (paid) should be made an integral part of the program.

Construction Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through the following approach:

   - Two or more periods per day of instruction, in sequence.

2. Vocational Industrial Clubs of America (VICA) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational trade and industrial instructor serving as chapter adviser.

3. Cooperative work experience (paid) should be made an integral part of the program.

4. School-directed learning experiences should be offered which replicate actual construction industry projects.

Electrical/Electronics Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through the following approach:

   - Two or more periods per day of instruction, in sequence.

2. Vocational Industrial Clubs of America (VICA) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational trade and industrial instructor serving as chapter adviser.

3. Cooperative work experience (paid) should be made an integral part of the program of instruction.

4. School-directed learning experiences should be offered which replicate actual electronics industry projects.

Foodservice Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met by any of the following approaches:

   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.
   - One or more periods per day of instruction, along with cooperative work experience (paid or unpaid).

2. Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) leadership and skill development activities should be an integral part of the instructional program, with a qualified vocational foodservice instructor serving as chapter adviser.

3. School-directed learning experiences should be offered which replicate actual public foodservice industry situations. The curriculum shall meet current sanitation and safety regulations pertaining to food service workers.

4. Cooperative work experience (paid or unpaid) should be made an integral part of the program.

Forest Products Cluster

1. The student shall be provided ten hours per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through any of the following approaches:
   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.
   - One or more periods per day of instruction, along with cooperative work experience (paid or unpaid).

2. Associated Oregon Forestry Clubs (AOFC) leadership and skills development activities should be an integral part of the instructional program, with a qualified forest products instructor serving as chapter adviser.

3. Adequate insurance coverage shall be provided for students involved in "hazardous" projects in school-directed, off campus projects.

4. Realistic projects utilizing community resources should be provided for student skills development.

5. Cooperative work experience (paid or unpaid) should be made an integral part of the program of instruction.

Graphic Communication Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through the following approach:
   - Two or more periods per day of instruction in sequence.

2. Vocational Industrial Clubs of America (VICA) leadership and skills development activities should be an integral part of the instructional program, with a qualified trade and industrial vocational instructor serving as chapter adviser.

3. Cooperative work experience (paid) should be made an integral part of the program.

4. School-directed learning experiences should be offered which replicate actual graphic industry projects.

54

Health Occupations Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through any of the following approaches:

   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.
   - One or more periods per day of instruction, along with cooperative work experience (paid or unpaid).

   (Scheduling of the above alternatives may be modified to accommodate recommended experience in clinical and/or community facilities.)

2. Health Occupations Students of America (HOSA) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational health occupations instructor serving as chapter adviser.

3. The curriculum shall reflect consideration of state and national program standards, certification requirements, and licensure laws relating to a large number of occupations within the health field.

4. Occupational related experiences in clinical or community health facilities shall be an integral part of the instructional program and be planned, coordinated and supervised by qualified health occupations education personnel.

5. Cooperative work experience (paid or unpaid) should be made an integral part of the program.

Industrial Mechanics Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through the following approach:

   - Two or more periods per day of instruction, in sequence.

2. Vocational Industrial Clubs of America (VICA) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational trade and industrial instructor serving as chapter adviser.

3. Cooperative work experience (paid) should be made an integral part of the program.

4. Provision should be made for school-directed learning experiences which replicate actual industrial mechanics industry projects.

Marketing Occupations Cluster (Distributive Education)

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through any of the following approaches:
   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.
   - One or more periods per day of instruction, along with cooperative work experience (paid or unpaid).
   - One or more periods per day of instruction and school-directed project(s).
2. Distributive Education Clubs of America (DECA) leadership and skills development activities should be an integral part of the instruction program, with a qualified marketing and distributive education instructor serving as chapter adviser.
3. Cooperative work experience (paid) should be made an integral part of the program of instruction.
4. Provision should be made for school-directed learning experiences, such as a student store, which replicate actual business environments and/or activities.

Metals Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through the following approach:
   - Two or more periods per day of instruction, in sequence.
2. Vocational Industrial Clubs of America (VICA) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational trade and industrial instructor serving as chapter adviser.
3. Cooperative work experience (paid) should be made an integral part of the program.
4. School-directed learning experiences should be offered which replicate actual metals industry projects.

Service Occupations Cluster

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through any of the following approaches:
   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.

- One or more periods per day of instruction, along with cooperative work experience (paid or unpaid).
- One or more periods per day of instruction, along with school-directed project(s).

2. Cooperative work experience (paid) should be made an integral part of the program.

3. School-directed learning experiences should be offered which relate to students' areas of interest in the service occupations field.

PROCEDURES FOR APPROVAL OF SPECIFIC SECONDARY VOCATIONAL CLUSTERS

1. All applications for new and amended vocational clusters shall be submitted to the Department of Education for approval prior to implementation. Five copies of trhe program application, Form W (SDE Form 581-4616, revised 1/83) and one copy of the planned course statement shall be submitted. Specific timelines for submitting applications are announced annually.

2. All applications for continuing vocational clusters shall be submitted to the Department for annual approval; five copies of Form 581-4618, revised 1/83, see page 61, need to be submitted. Timelines for submitting forms are announced annually.

3. Specific secondary vocational clusters which are inactive or dropped are to be listed on Form 581-4618, revised 1/83, see page 61. Programs may be inactive for two years, after which time approval as a new program again is required.

CRITERIA FOR APPROVAL OF SPECIAL VOCATIONAL PROGRAMS (Includes Alternative Programs)

1. Same criteria as for all secondary vocational programs shall be met (page 48 and 49).

2. Cooperative work experience criteria shall be met if a program component (page 49).

3. For regular special vocational programs, local area labor market data needs to be provided for a three-year period. Exceptions: Child Care, Clothing Management, Production, and Services, and Diversified Occupations.

4. The ten instructional hours per week requirement for regular special vocational programs, other than the exceptions listed under 3 above, can be met by either of the following approaches:
   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.

Child Care

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through any of the following approaches:
   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.
   - One or more periods per day of instruction, along with cooperative work experience (paid or unpaid).

2. Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational child care instructor serving as chapter adviser.

3. Students should be allowed to work directly with young children.

4. School-directed learning experiences should be offered which replicate actual child care programs. The curriculum shall reflect current state and national requirements related to licensure laws pertaining to the occupations involving work with young children. (Note: It is recommended that students be encouraged to enroll in related consumer/homemaking course offerings which support content within the vocational program; i.e., family living, parent education.)

5. Cooperative work experience (paid or unpaid) should be made an integral part of the program.

Clothing Management, Production, and Services

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program for which a minimum of two units of credit is awarded. The requirement can be met through either of the following approaches:
   - Two or more periods per day of instruction, in sequence.
   - Two or more periods per day of instruction, not in sequence.

2. Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) leadership and skills development activities should be an integral part of the instructional program, with a qualified vocational clothing service instructor serving as chapter adviser.

3. School-directed learning experiences should be offered which replicate actual clothing industry projects. (Note: It is recommended that students be encouraged to enroll in related consumer/homemaking course offerings which support content within the vocational program; i.e., clothing construction courses.)

4. Cooperative work experience (paid or unpaid) should be made an integral part of the program.

Diversified Occupations

1. The student shall be provided ten hours of instruction per week during each year of a state-approved program, for which a minimum of two units of credit is awarded. The requirement can be met through the following approach:

   - One or more periods of related instruction, along with cooperative work experience (paid).

2. Cooperative work experience (paid) should be made an integral part of the program.

3. Individual interests and needs related to each student's career interest area shall be developed and utilized in guiding in-school learning experiences and job placement options.

4. Provision should be made to include Diversified Occupations students in vocational student organizations which are related to their career objectives.

Alternative Programs

1. Same criteria as for all secondary programs shall be met (page 48).

2. Cooperative work experience criteria shall be met if a program component (page 8).

3. Criteria specific to alternative programs shall be met.

   - Credit granted to the student for any alternative approach in vocational instruction shall equate to 130 hours of instruction per unit of credit.

   - Alternative vocational course content shall reflect progressive knowledge and skills development in the occupation or occupational area for which training is provided.

   - Alternative vocational program, course and instruction designs shall be reviewed and endorsed at the local level by the appropriate local occupational advisory committee to ensure that:

     Course goals established for the alternative program or instruction are directly applicable to the occupation or occupations which are the subject of the program or instruction.

     Learning experiences, including cognitive and hands-on opportunities for learning, are adequate to achieve the program and course goals.

4. Course goals for alternative vocational programs, courses or instruction shall be approved by the Department of Education.

5. For annual continuing approval of the alternative program or course, evidence of evaluation needs to be provided along with a statement from the occupational advisory committee that the program continues to meet their expectations as verified in the original program application.

Procedures For Approval Of Special Vocational Program (Includes Alternative Programs)

1. All applications for new and amended regular special vocational programs shall be submitted to the Department of Education for approval prior to implementation. Five copies of the program application, Form W (SDE Form 581-4616, revised 1/83), and one copy of the planned course statement shall be submitted. Specific timelines for submitting applications are announced annually.

2. All applications for continuing special vocational programs shall be submitted to the Department for annual approval; five copies of Form 581-4618 (revised 1/83), see page 61, need to be submitted. Timelines for submitting forms are announced annually.

3. Special vocational programs which are inactive or dropped are to be listed on Form 581-4618 (revised 1/83), see page 61. Programs may be inactive for two years, after which time approval as a new program again is required.

4. All applications for new alternative vocational programs shall be submitted to the Department for approval prior to implementation.

   - Five copies of the program application, Form W.
   - Five copies of a descriptive proposal that specifically addresses the information requirements which follow; proposals should not exceed five double-spaced typewritten pages:

     Describe the occupational demand to be met. List Dictionary of Occupational Titles (DOT) code.

     Indicate the number of students to be served.

     Identify businesses or industries that will cooperate with instructional delivery.

     Describe staff qualifications and certification status.

     State the instructional objectives in performance terms (student outcomes). Indicate how the proposed instruction relates to existing vocational programs.

     Describe the mode of instructional delivery; e.g., short-term course, modified cluster, etc.

     Provide an evaluation plan; include: instruction, placement, student and employer follow-up.

- Advisory committee involvement in program development needs to be documented; copies of advisory committee minutes should be submitted. Written communication should be provided by the committee attesting that the vocational instruction proposed will be adequate to prepare students for the occupational demand to be met. (Names of persons and businesses and industries, labor, trade or professional organizations represented on the occupational advisory committee should be included.)

5. All applications for continuing alternative vocational programs shall be submitted to the Department of Education for annual approval. Five copies of Form 581-4618 (revised 1/83), see page 61, shall be submitted, along with evidence of continuing support of the advisory committee and the results of the annual program evaluation. Specific timelines for submitting annual approval review forms are announced annually.

6. Alternative vocational programs which are inactive or dropped are to be listed on Form 581-4618 (revised 1/83), see page 61. Programs may be inactive for two years, after which time approval as a new program again is required.

What Are You Signing?

Authorized signatures are required on Form W (SDE Form 581-4616, revised 1/83 and Form 581-4618, revised 1/83), see page 61. The signatures confirm local district assurances that a wide variety of laws, rules and regulations are being complied with in the operation of vocational programs and in the use of federal vocational funds. Uses of state and local funds, which are reported to show maintained effort or used as a match for federal funds, need to follow federal requirements. In practice, Oregon's total maintenance of effort statewide puts the use of most funds under federal rules, regulations and definitions. The Department of Education has an obligation to keep the state and local districts in compliance with requirements.

61

Oregon Department of Education
Vocational Education Division
700 Pringle Parkway SE
Salem, Oregon 97310

For Department Use
County Code _____
District Code _____
School Code _____
Administrative District Code _____

SECONDARY VOCATIONAL PROGRAM ANNUAL APPROVAL REVIEW

(Please Type)

Name of School District and Number _____ Date _____

Address _____ Phone _____
Street or Route City County Zip Code

Contact Person for Vocational Education _____ Phone _____

Please check the appropriate blanks to indicate which vocational programs are presently in operation. Submit this form for each school in the district that provides vocational education **and** that has cooperative work experience (CWE) and state recognized vocational student organizations.

School _____

Title of Cluster Program	Ongoing Programs	* CWE	Student Organizations
05 Accounting			
01 Agriculture			
06 Clerical			
09 Construction			
10 Electricity/Electronics			
04 Foodservice			
18 Forest Products			

Title of Cluster Program	Ongoing Programs	* CWE	Student Organizations
16 Graphic Communication			
03 Health Occupations			
08 Industrial Mechanics			
02 Marketing Occupations			
11 Metals			
07 Secretarial			
17 Service Occupations			

Special Vocational Programs (including Alternative Programs)

12 Child Care			
13 Clothing Services			

19 Diversified Occupations			
15 Drafting			
14 Institutional Management			

Programs discontinued (not offered during the current school year). Indicate if program is dropped, offered on alternate years or other reasons for not offering.

_____ _____ _____
_____ _____ _____

CERTIFICATE OF ASSURANCE

I agree that the vocational program requirements for secondary vocational education programs, the rules and regulations for Public Law 94-482, and the requirements contained in the Oregon State Plan for Vocational Education will be complied with in the operation of vocational programs and services offered by the district or through contract between the district and other agencies, institutions or individuals. I further acknowledge that I am aware of fiscal requirements related to maintenance of effort contained in Sections 400.321 through 400.330 of the rules and regulations applicable to Public Law 94-482 and that fiscal effort will be maintained in accordance with those regulations. In addition, federal vocational funds will not be used to supplant local and state funds used for vocational education programs or services. I also agree to furnish required fiscal and vocational program data as requested by the Oregon Department of Education.

_____ _____
Signature of Authorized School Official *Date*

For Department Use

_____ _____
Vocational Staff *Date*

* Please check appropriate blank for vocational programs with cooperative work experience.

Form 581-4618 (Rev 1/83)

Appendix III

Major Sources Of Information For Community Data

Following is an annotated guide to major sources of community data. It is organized as follows:

1. Oregon Data Center
2. Oregon State Department of Economic Development Regional Representatives.
3. Oregon State Employment Division Local Labor Economists
4. Private Industry Council Representatives (PIC's)
5. Additional information about sources listed in Information Available Outside the Local District, page 44.
   a. Career Information System (CIS)
   b. City or County Assessment and Taxation Division
   c. Local Chamber of Commerce
   d. Oregon State Department of Economic Development
   e. Oregon State Department of Education, Division of Vocational Education
   f. Oregon State Division of Employment
   g. Private Industry Councils
   h. Surveys
   i. Trade, Industrial and Professional Associations, Labor Unions and Joint Apprenticeship Committees

State Of Oregon Affiliate Center

The Intergovernmental Relations Division of the State of Oregon Executive Department operates the Oregon Data Center. Affiliate data centers are located throughout the state. They can provide current census data including an analysis of the population by age, race and income.

Mike Ogan
Metropolitan Service Dist.
527 S.W. Hall
Portland, OR 97201
221-1646

Jack Faust
Mid-Willamette Valley COG
400 Senator Bldg.
220 High Street NE
Salem, OR 97301
588-6177

Dick Dolgonas
Umpqua Regional COG
310 Courthouse
Roseburg, OR 97470
672-3311

Mary Bates, Staff
Blue Mountain Comm. Col.
P.O. Box 100
Pendleton, OR 97801
276-1260, ext. 234

Carol Boock
Deschutes County Library
507 NW Wall Street
Bend, OR 97701
388-6677

Lana Holman
Coos-Curry COG
P.O. Box 647
North Bend, OR 97459
756-2563

Bill Cahill
Oregon District 4 COG
#7 Wellsher Bldg.
460 SW Madison
Corvallis, OR 97330
757-6851

Jim Hays
S. OR Regional Ser. Institute
1250 Siskiyou Boulevard
Ashland, OR 97520
482-6365

Peggy Young
Eastern OR State College
8th and K Avenue
La Grande, OR 97850
963-2171

Kirk Jones
SW Oregon Comm. College
Coos Bay, OR 97420
888-3234

Magdalene Bruland
Clatsop Community College
16th & Jerome Street
Astoria, OR 97103
325-0910, ext. 261

Jim Carlson
Lane COG, North Plaza Level
125 8th Avenue E
Eugene, OR 97401
687-4283

Bruce Paulson
E. Central OR Assoc. of Co
P.O. Box 1207
Pendleton, OR 97801
276-6732

Kay Moffit
Treasure Valley Comm. Col.
650 College Blvd.
Ontario, OR 97914
889-6493, ext. 68

State Of Oregon Economic Development Regional Representatives

These individuals can help you interpret economic development trends and put you in touch with local planners.

Name	Address	Areas Served (Counties)	Telephone
Central Office: Department of Economic Development Allan R. Mann, Manager, Business and Community Relations	155 Cottage St., NE Salem, OR 97310	Statewide and Portland Metropolitan Area	373-1200 Toll-free Inward WATS Line: From Portland: 229-5700 From Eugene: 686-7500 From rest of state: 1-800-452-7813 Ask operator for the Department of Economic Development
Northwest Region: Basil Edmunds, Manager	2001 Ninth St. Tillamook, OR 97141	Benton, Clatsop, Columbia, Lane (western), Lincoln, Polk, Tillamook, Yamhill	842-4045
Southwest Region: Richard Kahanek, Manager	1012 SE Oak St. #348 Roseburg, OR 97470	Coos, Curry, Douglas, Jackson, Josephine, Klamath	440-3351
Central Region: James E. Curtis, Manager	409 NE Greenwood St. Bend, OR 97701	Crook, Deschutes, Harney, Hood River, Jefferson, Lake, Sherman, Wasco	388-6266
Eastern Region: Donald Farnam, Manager	104 Elm St. La Grande, OR 97850	Baker, Gilliam, Grant, Malheur, Morrow, Umatilla, Union, Wallowa, Wheeler	963-8676

66

State Of Oregon Employment Division Local Labor Economists

These individuals interpret and disseminate labor market and economic trends information for each local area. They can provide information about occupational supply and demand, wages, economic/industrial development and cost of living.

Name	Address	Areas Served (Counties)	Telephone
Central Office Staff Jeff Hannum Earl Fairbanks Tom McCarty	875 Union St., NE Salem, OR 97311	Benton, Linn, Marion, Polk, Yamhill	378-8657
John Anderson	119 N. Oakdale St. P.O. Box 910 Medford, OR 97501	Coos, Curry, Jackson Josephine	776-6068
Mike Mahan	801 Oak Avenue P.O. Box 68 Klamath Falls, OR 97601	Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Sherman, Wasco, Wheeler	883-5629
Bill Street	P.O. Box 1008 La Grande, OR 97850	Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa	523-6331
Ken Rocco	432 W. 11th Ave. P.O. Box 7368 Eugene, OR 97401	Douglas, Lane, Lincoln	686-7854
Alan Stoebig or John Stone	1407 S.W. 4th Ave. Portland, OR 97201	Clackamas, Clatsop, Columbia, Multnomah, Tillamook, Washington, Clark Co., WA	229-5747 or 229-5746

Private Industry Council Representatives

Private Industry Councils include representatives from major employers in each area.

Name	Address	Areas Served (Counties)
Mary T. Nolan	Training & Employment Division 1120 S.W. 5th Avenue, 4th Floor Portland, OR 97204	City of Portland
Sandra Lowe	Tektronic, Inc P.O. Box 500-MS-Y7-010 Beaverton, OR 97077	Multnomah & Washington Counties
Sue Stanley	B D Drake-Willock 18520 S.E. Pheasant Court Portland, OR 97222	Clackamas County
Raymond McIver	2540 Shelling Eugene, OR 97401	City of Eugene
Gary Pierpoint	Pacific Western Bank P.O. Box 1109 Eugene, OR 97440	Lane County
Ted Molinari	Mid-Willamette Jobs Council 1600 State Street Salem, OR 97301	Marion, Yamhill & Polk Counties
Gordon Dotson	P.O. Box 2365 White City, OR 97503	Jackson & Josephine Counties
Jack Harper	Martin-Marietta Aluminum, Inc. 3313 West Second The Dalles, OR 97058	Baker, Benton, Clatsop, Coos, Crook, Columbia, Curry, Deschutes, Douglas, Grant, Gilliam, Harney, Jefferson, Klamath, Hood River, Lincoln, Linn, Lake, Morrow, Sherman, Tillamook, Malheur, Umatilla, Union, Wallowa, Wasco and Wheeler Counties

68

Career Information System (CIS)

247 Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Resources Available

* *Primary data source*
° *Source for interpreting primary data*

	Content	**Guidelines for Use**
° Computerized information that can be used by students as well as adults. Also available in a needlesort format.	Computerized information on occupations, training needed, training provided.	*Provides specific information on which institutions in Oregon offer training in various occupations.* *Includes much other useful information on occupations; relevant for curriculum development and counseling.*

City Or County Assessment And Taxation Division

Resources Available

* *Primary data source*
° *Source for interpreting primary data*

	Content	**Guidelines for Use**
* Miscellaneous print material on permanent files.	Many items relating to local government, population characteristics, tax and assessed valuation are available by examining local government records. Such items may also be available from the offices of a County Treasurer or the County Offices where the community is located.	

Local Chamber Of Commerce

Resources Available

* *Primary data source*
° *Source for interpreting primary data*

	Content	**Guidelines for Use**
° Economic forecasts conducted by many financial institutions, local utilities and nearly all Chambers of Commerce.	Examples of such publications: Oregon Business Barometer, published quarterly by U.S. National Bancorp., Economics Dept., P.O. Box 4412, Portland, OR 97208 Oregon Economic Indicators, published monthly by First Interstate Bank of Oregon, Economic Research Dept. T-17, P.O. Box 3131, Portland, OR 97208	*These reports present a basis for analyzing trends. They report on various aspects of the state's economy, including agriculture, income, employment, population, new legislation, building permits and foreign trade.*
* State directories of manufacturing		*May be available on an annual basis; inquire at your local Chamber of Commerce or Employment Service Office.*
° Brief statistical profiles of the area	Usually include lists of employers and summaries of population, local taxes and labor trends.	
* Business registers and guides are often available for a metropolitan area or part of a state.	These list the number and location of firms and the numbers of employees and products.	*Inquire at your local Chamber of Commerce*

70
Oregon Department of Economic Development

155 Cottage Street
Salem, Oregon 97310

Resources Available

* *Primary data source*
° *Source for interpreting primary data*

	Content	Guidelines for Use
* Regional Representatives	These individuals can help you interpret economic development trends and put you in touch with local planners.	*See page 65 for a list of these people.*
° Local economic development plans	Community profile data including socio-economic factors and lists of employers currently in the area.	*Contact local economic development groups such as port authorities, city and county planning units and Chamber of Commerce for information on plans and potential in your area.*
° Miscellaneous print material	Several documents are available from the Department of Economic Development, including tables of economic indicators by county (population, labor force trends, income statistics).	*Ask your area resource person to suggest titles of sources and to help you interpret local trends.* *See page 65.*
How To Do Economic Development Planning	Sets up a process for developing a local economic development plan, describes how to analyze key indicators of your community's economic structure: natural resources, human resources, industrial and commercial structure, land use and ownership, and public services.	*Is not a data source for vocational planning, but is a reference document that may prove useful.* *Contains a comprehensive bibliography that includes many data sources not covered in this Planning for Progress listing.*

Oregon Department of Education (ODE)

Division of Vocational Education
700 Pringle Parkway, SE
Salem, Oregon 97310

Resources Available
* *Primary data source*
° *Source for interpreting primary data*

	Content	Guidelines for Use
* State Plan for Vocational Education	Projects training and program needs	*In the state plan see information on projected secondary and community college vocational programs and enrollment. This is usually displayed as a table item.*
° Annual Accountability Report on Vocational Education	Follows up on State Plan and identifies where training has and hasn't been provided.	
* Secondary Education Reporting of Vocational Enrollment (SERVE)	Not published, but results are available through Regional Career/Vocational Coordinators & ODE Staff Covers all county and secondary schools in Oregon Detailed information about students enrolled in high school vocational courses.	

Oregon State Employment Division

Research and Statistics Office
875 Union Street, N.E.
Salem, Oregon 97311

Resources Available
* *Primary data source*
° *Source for interpreting primary data*

	Content	Guidelines for Use
* Local labor economists	These individuals in six areas of the state compile, interpret and disseminate labor market and economic trends information for each local area.	*Request information directly from the labor economist serving your area. See page 66.*

72
Oregon State Employment Division (cont'd)

- Occupational Program Planning System (OPPS)

Content

Project demand (employment and openings)

Educational and training supply data from community colleges, universities, apprenticeship, private schools, Voc. Rehab, JTPA, corrections and high schools

Seasonal trends on demand/supply graphs

Estimated number unemployed

Wage and salary data

Employment by major industry

Demand/supply analysis

Information is organized by 19 broad occupational groups, 225 specific training areas and 1500 OES codes for individual occupations; cross-references provided to DOT and other classification systems

Provides labor force data for the state and also by each of the state's 14 administrative planning dist. Some content in the state summary is not in the local summaries.

Guidelines for Use

Data is formatted specifically for planning.

Localized demand/supply reports are published in the spring, statewide analysis is published each June. Contact: David Allen (378-6400), Salem.

Self-employment is not covered in OPPS; trade assns. may be your best resource on self-employment trends.

You can request 5-year projection from OPPS; these are available in computer printouts but not in the regular publications.

Statistical soundness of OPPS makes it highly desirable; local projections from individual businesses, etc. may be influenced by their own field of vision.

Oregon State Employment Division (cont'd)

	Content	Guidelines for Use
° Labor Trends (by local area)	Periodic newsletters highlighting local labor markets' employment and unemployment developments. Available for all labor market areas.	*Published either monthly, bi-monthly or quarterly, depending on locale. Contact Research & Statistics Office or local labor economist to get on the mailing list.* *The Employment Division can also provide a region with tailored research on staffing patterns of a typical employer in a given area of the state (e.g., how many clerical, accounting, labor, etc. workers are typically needed).*
* Occupational Employment Trends	Provides analysis of population and labor force trends, nonfarm employment trends and occupational demand and supply; separate publications are available for the Portland SMSA, all counties in the state (combined in various reports) and the state of Oregon. Current State of Oregon report projects occupational needs in the state thru 1987.	*Same data as in OPPS; refers users to OPPS for most up-to-date analysis of supply/ demand relationships for occupations.* *Intended as a general reference document that describes economic trends affecting employment in Oregon and translates these trends into numbers of jobs that will be created or lost in each occupation.* Uses OES occupational *titles.* *Shows trends in 1200 occupations from most highly skilled professions to unskilled labor.* *Includes an index for easy reference.*

74
Oregon State Employment Division (cont'd)

Resources Available
* *Primary data source*
° *Source for interpreting primary data*

	Content	Guidelines for Use
° Annual Planning Information (by calendar year)	Narrative and statistical outlook for Oregon economy: Economic developments Population, labor force and unemployed characteristics Industrial and occupational outlook Employment and unemployment	*Available in late summer of each year in two* publications: *1. State and areas of Salem, Eugene and Jackson/Josephine* *2. Portland area*
° Area Economic Reports (Oregon Labor Market Information publication)	Summary of significant employment & unemployment developments, characteristics of the unemployed and labor trends/economic outlook	*Annual report for selected labor markets.*
* Oregon Wage Information	Updated yearly Provides wage data for over 300 occupations, using OES titles	*Tables only; no analysis* *For planning purposes, a look at prevailing wage rates for occupations in which you are providing training or planning to help you assess if you're dealing only with low income level occupations or if there is growth potential.*

Private Industry Council

Resources Available
* *Primary data source*
° *Source for interpreting primary data*

	Content	Guidelines for Use
* Councils include representatives from major employers in each area	PICs are involved in planning and providing for employment and training programs in their local area	*See page 67 for a list of these people.*

Surveys

Resources Availble
* *Primary data source*
° *Source for interpreting primary data*

	Content	Guidelines for Use
° PACE (Polling Attitudes of the Community on Education) a project of Phi Delta Kappa and the Gallup polling organization.	Package of materials to help school districts survey local populations.	*Package is based on Phi Delta Kappa and Gallup's 13 years of experience in coordinating an annual poll of public attitudes toward the public schools.* *For details on this package and how to acquire it, contact Wilmer Bugher, Phi Delta Kappa, PO Box 789, Bloomington, IN 47402; phone (812) 339-1156.*
° Community Planning Assistance Kit	This package of materials provides a seven-stage model for community planning with practical packets for each level of planning. Stage 2, gathering information, helps users describe their own community and survey public opinion. Includes checklists and worksheets	*Designed for local administrators and community groups.* *Published by Educational Facilities Laboratories (EFL), 680 Fifth Ave., New York, NY 10019 (1980). Distributed by the Council for Educational Facility Planners (CEFP), 29 West Woodruff, Columbus, OH 43201.*

76

Trade, Industrial and Professional Associations, Labor Unions and Joint Apprenticeship Committees

Resources Available
* *Primary data source*
° *Source for interpreting primary data*

* Lists of schools that offer training in various fields

* Apprenticeships offered in your area

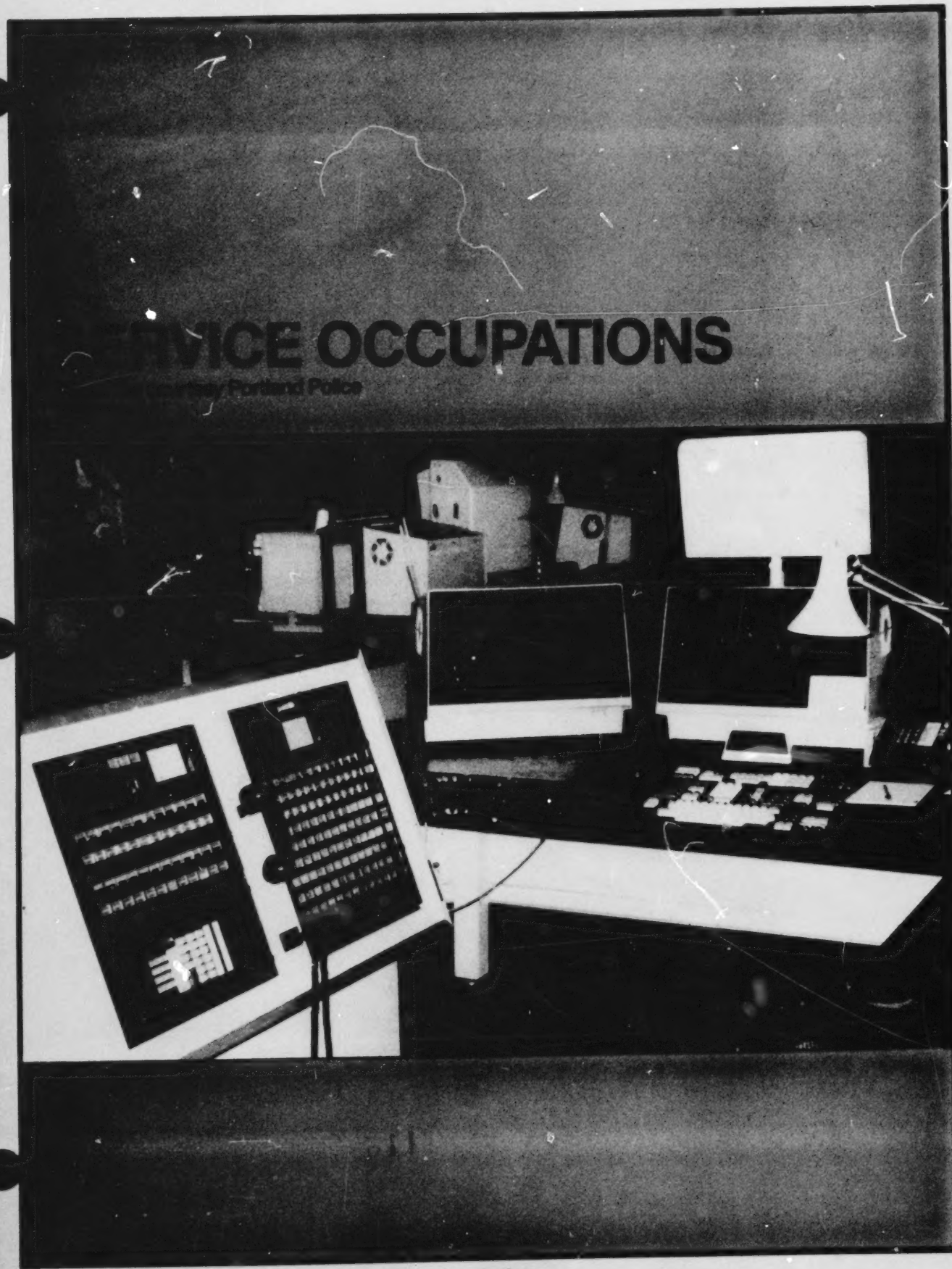
* Potential occupations in business and industry (new and changing occupations)

Content
Local sources of first-hand information on new employers and industries in your areas, potential occupations, current training programs and training needs.

Guidelines for Use
Consult your telephone directory for associations and contacts in your area.

Additional resource:

Bureau of Labor Apprenticeship and Training Division, 1400 SW 5th Avenue, Portland, Oregon 97201; produces reports on number of enrollees in each apprenticeship program.


VICE OCCUPATIONS
Courtesy Portland Police

COMMENT

SERVICE OCCUPATIONS:

One of the newest and most popular developments in law enforcement is the mobile digital computer, a key-punch and display unit mounted to the right of the driver in a patrol car.

Officers using this computer can instantly access the large computers at Kelly Butte (our photo) and receive the most current stolen car reports, license records, status reports, warrants and theft information on anything with a serial number . . . from boats to guns.

Forms
Forms
Forms

Important: These forms are intended to be master copies. Use them to make forms on which to write.

A

Characteristics Of The School District Students

Data Sources: School district planning data and enrollment records, Sample Survey Form B.

1. Enrollment trends for this district

As of _____ (month/year)

Number of Students

Grade level	19___	19___	19___	19___	19___
ninth					
tenth					
eleventh					
twelfth					

2. Estimated percentage of students who enter the ninth grade but leave school for other than natural causes (e.g., death, illness) or to transfer to another district before receiving a diploma or certificate of attendance.

Percentage

	19___	19___	19___	19___	19___
All persons					
Ethnic/racial Minority					
Handicapped/disabled					
Limited-English ability					

3. Career expectations of seniors and their career implementation six months after graduation. Collect information using Sample Survey Form B.

	Career Expectation		Career Implementaion	
	All Students	Voc. Ed. Program Completers	All Students	Voc. Ed. Program Completers
a. Working for pay	_____%	_____%	_____%	_____%
b. Working for pay and going to school	_____%	_____%	_____%	_____%
c. Going to school	_____%	_____%	_____%	_____%
d. Not working for pay Not actively looking for work and not going to school	_____%	_____%	_____%	_____%
e. Unemployed, but actively looking for work	_____%	_____%	_____%	_____%

B-1

Collecting Data On Career Expectations and Career Implementation

Directions For Student Survey

Survey B will provide data that will enable the district to compare the career expectations of their graduates with their career implementation activities. It will also enable the district to compare vocational students with non-vocational students on these questions.

Two different procedures may be used to gather the data. In one procedure students are surveyed twice; once before they leave school and again between six months and a year after they have left school. In the first survey they are asked questions 1-3. In the second survey they are asked question 4.

In the other procedure, students are surveyed once, between six months and a year after high school, and are asked all four questions.

Survey all persons, or a random sample of 100 persons who graduate from the high school, whichever is less. It is preferable that the post graduation survey be made by phone.

If more information about the student's vocational experience is desired, use questions 6-8 from Form F.

Student Survey
Career Expectations And Career Implementation

Name _____ Graduation Year _____ Phone _____

Date Surveyed _____

Career Expectations

1. As a senior in our high school, what do/did you think you will/would be doing six to twelve months after graduation? Choose one of the following:

   a. _____ Working for pay
   b. _____ Working for pay and going to school
   c. _____ Going to school
   d. _____ Not working for pay, not actively looking for work and not going to school
   e. _____ Unemployed, but actively looking for work

Vocational Training

2. Did you complete a vocational training program in high school? If yes, which one?

3. If you did not complete a vocational training program, did you take courses in any of the following areas?

   _____ Accounting
   _____ Agriculture
   _____ Child Care
   _____ Clerical
   _____ Clothing Mgmt/Prod Services
   _____ Construction
   _____ Diversified Occupations
   _____ Drafting
   _____ Elec/Electronics
   _____ Food Service
   _____ Forest Products
   _____ Graphic Arts
   _____ Health Occupations
   _____ Marketing
   _____ Mechanical/Industrial Mech
   _____ Metals
   _____ Secretarial
   _____ Service Occupations
   _____ Special Voc Progrmas

Career Implementation

4. How are you currently spending your time? Choose one of the following:

   a. _____ Working for pay
   b. _____ Working for pay and going to school
   c. _____ Going to school
   d. _____ Not working for pay, not actively looking for work and not going to school
   e. _____ Unemployed, but actively looking for work

C-1

List of Existing/Potential District Vocational Education Programs

Data Source: Vocational Director from Serve 6022

Date: _____

Must be computed (See C-2 for formulas)

Vocational Programs	#Programs Offered	Unduplicated Voc Ed Enrolment, Grades 11-12	% of Voc Ed Students in Prog Compared to all Voc Ed Students	Unduplicated Voc Ed Completers *	% of Voc Ed Prog Completers Compared to all 11-12 Students
Accounting					
Agriculture					
Child Care					
Clerical					
Clothing Mgmt/Prod Services					
Construction					
Diversified Occupations					
Drafting					
Elec/Electronics					
Food Service					
Forest Products					
Graphic Arts					
Health Occupations					
Marketing					
Mechanical/Industrial Mech.					
Metals					
Secretarial					
Service Occupations					
Special Voc Programs					
Possible New Programs					
Alternative Programs					
Totals					
Total # of 11-12 Students					

* Each district should use its definition of a completer.

Analyzing Enrollment Data For Vocational Programs

Data Source: Form C-1
Record data on Form C-1

1. Calculate % of vocational education students in program compared to all vocational education students.

$$\text{\% of voc ed students in program compared to all voc ed students} = \frac{\text{students in program}}{\text{all voc ed students}} \times \frac{100}{1}$$

2. Calculate % of unduplicated vocational education completers in a program compared to all 11-12 students.

$$\text{\% of voc ed completers in program compared to all 11-12 students} = \frac{\text{voc ed program completers}}{\text{all 11-12 students}} \times \frac{100}{1}$$

D

Employment and Educational Status of Program Completers

Data Source: Regional Coordinator or Local Follow-Up (Form F)

Program/Cluster _____ School _____

Status	Number	Percentage
1. Employed or pursuing further education in area related to vocational preparation	_____	_____
2. Employed or pursuing further education in unrelated area	_____	_____
3. Unemployed	_____	_____
4. Out-of-labor market	_____	_____
5. Total	_____	_____

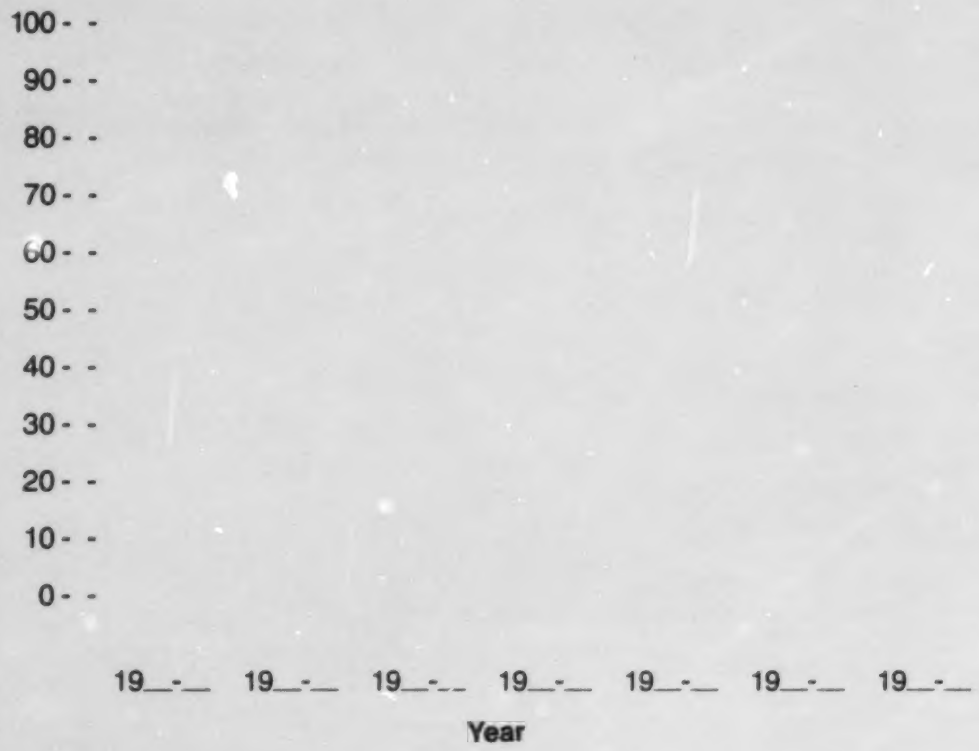
E

Cumulative Record
Enrollment and Educational Status of Program Completers

Data Source: Form D
Note: Use this form as an ongoing record.

Program/Cluster _____ School _____

Percent Employed and/or Pursuing Further Education in Related Occupations



F-1

Student Follow-Up Study
Vocational Education Program

Program/Cluster _____ School _____

Date _____

We are conducting a follow up study to learn what graduates of our program are doing and how well prepared they were for their jobs. Please answer the following questions and return this questionnaire to us in the enclosed self-addressed envelope. Thanks!

1. What is your current educational status?
   - _____ Attending school full-time
   - _____ Attending school part-time
   - _____ Not attending school

2. If you are currently attending school, is your program of study related to your high school vocational training?
   - _____ Yes
   - _____ No

3. If you are currently attending school, what is the name of it?

   _____

4. What is your current employment status?
   - _____ Employed full-time
   - _____ Employed part-time
   - _____ Military service
   - _____ Unemployed, but actively seeking employment
   - _____ Unemployed, not seeking employment

5. If you are currently employed, what is your

   Job title _____

   Major job duties _____

6. Is your job related to your high school vocational training?

   _____ Yes, it is directly or closely related

   _____ No, it is only remotely or not related at all

7. How well did your high school vocational training prepare you to perform in each of the areas on your current job?

(List major areas, tasks, or functions on which instruction was provided)	Do not do on my job	More than adequately	Adequately	Inadequately

8. How do you rate the following areas of your high school program?

	Good	Fair	Poor
Vocational Guidance and Counseling	____	____	____
Basic Education Skills	____	____	____
Job Skills	____	____	____
Technical Knowledge	____	____	____

9. If you are working full-time (35 hours or more a week), what is your monthly income before taxes?

   $ _____

10. We would like to ask your employer how well your high school vocational program prepared you for your current job. Please complete the following if you agree to let us do this. The information that you and your supervisor provide is very important to making your high school vocational program as effective as possible.

    Your Name _____

    Company Name _____

    Company Address _____

    City _____ State _____ Zip Code _____

G-1

Employer Follow-Up Study
Vocational Education Program

Program/Cluster _____ School _____

Date _____

We are conducting a follow up study to determine how well our program prepares students for jobs. One of your employees graduated from our program. Please answer the following questions and return this questionnaire to us in the enclosed self-addressed envelope. Thank you.

Name of Employee: _____

1. How well did our high school vocational training prepare the employee to perform each of the following in his/her current position?

(List major areas, tasks, or functions on which instruction was provided)	Does not do on the job	More than adequately	Adequately	Inadequately

2. What is your overall rating of the employee's preparation for his/her current job?

_____ Very good
_____ Good
_____ Average
_____ Poor
_____ Very poor

3. Please rate the vocational training received by the employee in the following areas:

	Very Good	Good	Average	Poor	Very Poor
Technical Knowledge					
Work Attitude					
Basic Education Skills (reading, writing, etc.)					

4. How would you rate this employee's preparation relative to other employees in his or her work group who did not receive vocational training?

_____ No basis for comparison

_____ Individual with vocational training is better prepared

_____ Both are about the same

_____ Other employees are better prepared

H

Summary – Student Follow Up

Average Ratings of Full Time Program Completers Showing How Well They Believe They Were Prepared to Perform Their Job Functions

Data Sources: Regional Coordinator, or, if preferred, a district survey of program completers (Form F)

Program/Cluster _____ School _____

Average Ratings

Job Competencies	19___ *N =	19___ N =	19___ N =	19___ N =	19___ N =

Note values assigned to your scale

Scale: 1 =
2 =
3 =

*N = Number of students

Summary – Employer Follow Up

Average Ratings by Supervisors of Program Completers Employed in Related Occupations

Data Sources: Regional Coordinator, or, if preferred, a district survey of employers of district graduates and students who have left school for a job (Form G)

Program/Cluster _____ School _____

	Average Ratings				
Job Competencies	19___ *N =	19___ N =	19___ N =	19___ N =	19___ N =

Note values assigned to your scale

Scale: 1 =
2 =
3 =

*N = Number of students

J

Student Achievement Trends

Data Sources: Program records, e.g., teacher grade books, individual student vocational skills records.

Program/Cluster _____ School _____

Is this an approved program? _____ Yes _____ No

Job Skills/Course Goals/ Competencies	Measurement** Method	Number of Students Achieving the Outcome Per School Year 19__-__	19__-__	19__-__	19__-__	19__-__
Total enrollment in the program						
% of students who achieve competencies						

Where are student grades/achievements recorded? _____

* If you need help identifying student outcomes, consult the vocational skills records produced by Oregon Department of Education, task listings in cluster guides, or resources such as IDEC, ICE.

** Could include teacher-made achievement tests, standardized tests, observational check-lists, etc.

Review of Program Components

Data Sources: Teacher, Vocational Director, Advisory Committee

Program/Cluster _____ School _____

1. Advisory Committee

Program Requirement: Program is developed and conducted with the assistance of program (occupational) advisory committee.

	Yes	No	Partial
* a. Does the vocational program have an adivsory committee?	____	____	____
b. Does your advisory committee include the following?			
1) Representatives from business, industry and labor?	____	____	____
2) Men and women?	____	____	____
3) Cross section of employers/employees skilled in the occupational area?	____	____	____
4) Representatives of the racial mix of the attendance area?	____	____	____
5) Handicapped persons?	____	____	____
c. Role of the committee:			
* 1) Does the committee actively participate in the program development, evaluation and revision?	____	____	____
2) Has the committee been asked to provide assistance with the cooperative work experience and student leadership organization components of the program?	____	____	____
d. Management of the committee:			
1) Does the committee meet a minimum of four times a year?	____	____	____
2) Is the role of the committee described in writing?	____	____	____
3) Have committee members received inservice on their role?	____	____	____
4) Is there an effort to efficiently manage the committee, e.g., minutes, regular meeting place, publicity to committee, opportunity to appear before school board, system for formal recommendation?	____	____	____

f. Notes:

*Vocational Requirement: Program approval priority item.

K-2

2. Staff

Program Requirement: Instructors have the occupational and educational competencies needed for the vocational program area.

	Yes	No	Partial
a. Does the staff have the education background for the positions they hold?	___	___	___
b. Do staff members have appropriate occupational experience for their program areas?	___	___	___
* c. Do staff members have appropriate vocational endorsements?	___	___	___
d. Do staff members have current Red Cross First Aid cards? (Required for initial Oregon certificate, not required for renewal.)	___	___	___
e. Have staff members completed instruction related to civil rights legislation?	___	___	___
f. Do staff members have a professional improvement plan approved by the district?	___	___	___
g. Can you document efforts made by staff members to upgrade technical skills and knowledge (seminars, business/industry workshops, work experience in occupational areas, etc.)?	___	___	___
h. Is adequate secretarial/clerical support provided to the program?	___	___	___
i. Does the district provide opportunities and financial support for upgrading instructors, e.g., tuition reimbursement?	___	___	___

j. Notes:

3. Students

Program Requirement: Program is open to all individuals

	Yes	No	Partial
* a. Special students, e.g., handicapped, disadvantaged, limited English speaking.			
1) Does your program provide equal educational opportunity for handicapped, disadvantaged students?	___	___	___
a. Do student handbooks/forecast materials make it clear that all classes are open to all students who meet program requirements?	___	___	___
b. Do school published materials contain an anti-discrimination statement?	___	___	___
c. Is there an awareness of the thrust to provide services to both the disadvantaged and the handicapped?	___	___	___
d. Can the teacher identify students classed as disadvantaged or handicapped?	___	___	___
e. Do staff and students know grievance procedures?	___	___	___
f. Are facilities and equipment accessible and appropriate for students with special needs?	___	___	___
g. Are appropriate supportive services (e.g., materials, aides/tutors/peer tutors) provided for special needs students?	___	___	___
h. Is the program individualized to meet the needs of special students?	___	___	___
i. Did the vocational instructor participate in the assessment and individual planning for all handicapped students enrolled in the program?	___	___	___
b. Sex equity/multicultural focus			
* 1) Does your program provide equal educational opportunity for women and minorities?	___	___	___
a. Do student handbook or forecast materials show classes open to students of both sexes (photos show men and women performing the same jobs, language does not emphasize "he", "she", but rather "they", "them"?)	___	___	___
* b. Are titles and descriptions of programs and courses free of language which would limit offerings to either males or females?	___	___	___
c. Do school published materials contain an antidiscrimination statement?	___	___	___
* d. Do program curriculum materials avoid sex role and minority group stereotyping?	___	___	___

e. Is there a systematic plan to check that materials are "neutral" prior to using? ___ ___ ___
f. Is extra support provided for students who choose non-traditional program areas? ___ ___ ___
g. Is there work for women who seek non-traditional jobs after graduation? ___ ___ ___
h. Are Title IX policies known? ___ ___ ___

c. Enrollment

1) Is the program operating at maximum possible enrollment e.g., is a student enrolled for every seat or station? ___ ___ ___

d. Notes:

4. Equipment and Facilities

Program Requirement: Facilities, equipment, instructional aids and supplies are sufficient in quantity and quality to meet curriculum objectives

	Yes	No	Partial
a. Availability of equipment:			
1) Are facilities and equipment adequate for the number of students enrolled?	___	___	___
2) Are facilities and equipment comparable to those used by business and industry?	___	___	___
3) Do equipment and facilities address new and emerging technology?	___	___	___
b. Use of facilities and equipment:			
1) Is the laboratory/shop layout conducive to hands-on learning?	___	___	___
2) Is there a planned way to insure that all students receive ample skill development on available equipment?	___	___	___
3) Are facilities and equipment accessible and appropriate for disadvantaged/handicapped students?	___	___	___
4) Are equipment and facilities maintained so as to be conducive to health and safety of all persons?	___	___	___
c. Support, equipment and facilities:			
1) Are adequate duplication and reproduction services provided to the program?	___	___	___
2) Is adequate telephone service provided to the program?	___	___	___
d. Planning for equipment and facilities:			
1) Which existing equipment needs to be replaced in the next 3-5 years?	___	___	___
2) Is someone responsible for keeping track of needed equipment and for securing budget for purchases?	___	___	___
3) Is the vocational annual local application process used to identify equipment and facility needs?	___	___	___
4) Is there a written plan for replacement and repair of equipment?	___	___	___

e. Notes:

5. Safety

Program Requirement: Students receive adequate instruction in safety practices related to the occupation or group of occupations.

	Yes	No	Partial
a. Teaching about safety:			
1) Are there course goals which establish safety as an integral part of the course content?	___	___	___
2) Has the instructor had formal training in safety procedures?	___	___	___
3) Do students receive instruction in safety procedures related to equipment and materials?	___	___	___
4) Do students receive instruction in occupational on-the-job safety?	___	___	___
5) Is there a differentiation between school safety policies and practices and safety requirements of the occupation?	___	___	___
6) Is provision made for teaching safety to learning-disabled students?	___	___	___
b. Management of safety related factors in the program:			
1) Are equipment and facilities maintained so as to be conductive to the health and safety of all persons?	___	___	___
2) Are classroom/shop safety devices and instruction for their use provided students and adults?	___	___	___
3) Are safety devices used where needed?	___	___	___
4) Are safety inspections conducted regularly and documented?	___	___	___
5) Is an accident reporting system maintained?	___	___	___
* 6) Is industrial accident insurance provided for off-campus, school-directed activities and for non-paid work experience?	___	___	___

c. Notes:

6. Instructional Materials

Program Requirement: Facilities, equipment, instructional aids and supplies are sufficient in quantity and quality to meet curriculum objectives.

	Yes	No	Partial
a. Availability of instructional materials:			
1) Are necessary instructional materials available?	___	___	___
2) Does existing material reflect new and emerging technology?	___	___	___
b. Use of instructional materials:			
1) Are materials appropriate for disadvantaged/ handicapped students?	___	___	___
2) Is someone responsible for keeping track of needed materials and attempting to secure budget for purchases?	___	___	___
3) Which existing materials need to be replaced in the next 3-5 years?	_____		
4) Is the vocational annual local application process used to identify instructional material needs?	___	___	___

c. Notes:

K-7

7. Instruction

Program Requirement: Instruction does not concentrate on occupations requiring a baccalaureate degree.

The program is of sufficient length and content to develop occupational competencies.

The program is designed to prepare individuals for work in an occupational area or a specific occupation for further specialized vocational education.

Instruction is based on the skills and knowledge required in the occupational area.

The vocational program is one that has substantial employment opportunity identified.

	Yes	No	Partial
a. Purposes/goals/program outcomes:			
* 1) Are students prepared for entry-level employment within the cluster area in an occupation of their choice?	___	___	___
2) Has the program been designed with preparation for identified occupations in mind?	___	___	___
* 3) Do the occupations for which the program trains have significant demand for expansion and replacement?	___	___	___
4) Are program and course goals written?	___	___	___
5) Do course goals reflect student outcomes, e.g., what the student will be able to do, know or value as a result of the instruction, not what the teacher will do?	___	___	___
* 6) Are planned course statements available and do they reflect the way the program is actually conducted?	___	___	___
b. Structure:			
1) Is the program offered as approved by the State Department of Education?	___	___	___
2) Is class size consistant with curriculum content, instructional methods, needs of students and expected learning outcomes of the class?	___	___	___
3) Does this program use facilities, courses, resources, or instructional personnel that are shared with other programs?	___	___	___
4) Are appropriate support courses offered?	___	___	___
5) Is the program a cluster or special vocational program?	___	___	___
6) Is there an alternative to classroom instruction?	___	___	___
7) If so, has this alternative been reviewed and approved by the Department of Education?	___	___	___
c. Length of program:			
1) Is the amount of time spent in instruction adequate to teach the necessary skills of people employed in occupations for which the program trains?	___	___	___
* 2) Does class time equal a minimum of 10 instructional hours per week or the equivalent?	___	___	___

3) Is there an identified, logically sequenced, two-year program? ___ ___ ___
4) Does the program provide for two credits? ___ ___ ___
5) Do shop oriented clusters – electronics, construction, industrial mechanics, graphic communications, metals – provide for two period blocks of uninterrupted instruction which roughly equals two hours per day? ___ ___ ___
6) Do other cluster programs have an appropriate scheduling of classes to allow for two periods per day or a suitable equivalent such as one period per day plus cooperative work experience? ___ ___ ___

d. What is taught?

*1) Is instruction based on necessary competencies (skills, knowledge, attitudes) of people employed in occupations for which the program trains? ___ ___ ___
2) Have task analyses been completed and used? ___ ___ ___
3) Is the state curriculum guide used? ___ ___ ___
4) Is there an awareness of the ILS curriculum catalog and materials? ___ ___ ___

e. Teaching methods:

1) Is instruction individualized, e.g., self paced? ___ ___ ___
2) Is instruction adapted to varying levels of ability, e.g., TAG, general, special? ___ ___ ___
3) Is instruction activity oriented? ___ ___ ___
4) Are community resources such as guest speakers, field trips, etc., used? ___ ___ ___

f. Coordination with community college/relationship to degree

1) Are students prepared for further education in an occupation or group of related occupations? ___ ___ ___
2) Is instruction offered for positions other than those requiring baccalaureate degrees? ___ ___ ___
3) Has anything been done to make sure the program articulates with (meshes with, flows into) a program(s) at the nearest community college? ___ ___ ___
4) Are competencies acquired by students recognized by community college vocational programs for credit or as satisfying prerequisites or as substitutes for community college course work? ___ ___ ___
5) Is there an understanding of what constitutes required BA degree occupations vs others? ___ ___ ___

g. Notes:

8. Cooperative Work Experience

Program Requirement: Written agreements and contracts are in effect between the school and all community resources used for student learning and occupational experience.

	Yes	No	Partial
a. Who participates:			
1) What percent of students participate in cooperative work experience? Cross reference to Form HH.	____		
2) Are disadvantaged and handicapped students participating? Cross reference to Form GG.	___	___	___
* 3) Are students concurrently enrolled in a vocational program and related cooperative work experience?	___	___	___
4) Has the advisory committee been asked to provide assistance with cooperative work experience?	___	___	___
b. Written training agreements:			
* 1) Do written training agreements exist between students, parents, employers, school?	___	___	___
2) Are the agreements current? Adequate? Periodically reviewed?	___	___	___
* 3) Are individual training plans in effect?	___	___	___
c. Labor laws:			
1) Are labor laws being followed?	___	___	___
2) Is there a procedure for identifying labor laws?	___	___	___
3) Do the activities and projects relate to course goals? How?	___	___	___
d. School directed projects and activities/unpaid work experience			
1) Do projects and activities relate to the curriculum plan?	___	___	___
2) Are activities and projects supervised and evaluated?	___	___	___
3) Do the activities and projects relate to course goals? How?	___	___	___
e. Evaluation:			
1) Is student evaluation planned by employer and school?	___	___	___
2) Is there an evaluation system including an evaluation instrument?	___	___	___
3) Are job skills measured in addition to personality attributes?	___	___	___
4) Is information shared with the advisory committee? School officials? School board?	___	___	___

f. Are the following support services provided?

1) Adequate, paid staff time for coordination ___ ___ ___
2) Travel ___ ___ ___
3) Secretarial service ___ ___ ___

g. Have private schools been notified if federal funds are used? ___ ___ ___

h. Notes:

K-9

9. Vocational Student Organization

Program Requirement: Provision is made for a vocational student organization if applicable to the vocational program.

	Yes	No	Partial
a. Who participates:			
1) Is membership in a vocational student leadership organization (DECA, VICA, FHA, FFA,FBLA, HERO, HOSA, AOFC) available to all students?			
2) What percentage of students participate in an organization?			
3) What proportion of the members participate in local and state activities?			
b. Written training agreements:			
1) Does the chapter have a program of work?	___	___	___
2) Do chapter activities support the recognized purposes of the organization?	___	___	___
3) Do chapter activities support the course goals of the program?	___	___	___
4) Is national involvement encouraged?	___	___	___
5) Are staff time and travel funds provided for coordination of the organization?	___	___	___
6) Are there handbooks, manuals available to help organize and operate the organization?	___	___	___
7) What have been some of the community related chapter projects?			
c. Role in the curriculum:			
1) Are leadership development activities integrated into the curriculum?	___	___	___

d. Notes:

10. Guidance

Program Requirement: Vocational guidance is available to all students in vocational education with emphasis given to persons with special needs.

	Yes	No	Partial
a. Is vocational guidance available to all student, e.g., General Aptitude Test Battery (GATB), CIS, exploratory experience?	___	___	___
b. Is communication open among the instructor, employers, employment agencies, and guidance personnel (each knows what the other is doing)?	___	___	___
c. Admission to program:			
1) Are students admitted to the program on the basis of career goals?	___	___	___
2) Must students meet predetermined admission criteria for the program?	___	___	___
3) Do these criteria reflect the minimum capabilities needed by students to succeed in the program and eventually be employed in the area?	___	___	___
4) Are students who do not have minimum capabilities and who are interested in the program given assistance in acquiring the capabilities?	___	___	___

d. Notes:

11. Job Placement/Follow-Up

Program Requirement: Placement and follow-up services should be provided for all program leavers and completers.

	Yes	No	Partial
a. Which of the following kinds of information/services are provided:			
1) Current and accurate occupational and labor market data?	____	____	____
2) Counseling concerning non-traditional occupations for their sex?	____	____	____
3) Job search instruction, e.g., interview, dress, etc.?	____	____	____
4) Assistance with job or educational placement concerns?	____	____	____
5) Coordinated activities with the Employment Service and nearby community college?	____	____	____
6) Placement and follow-up services?	____	____	____
b. Is there a formal system for providing these information/ services?	____	____	____
c. Do students know the services are available?	____	____	____

d. Notes:

12. Evaluation/Follow-Up

Program Requirement: Evaluation of programs based on stated objectives is from students, employers, occupational advisory committees.

	Yes	No	Partial
a. Student performance:			
1) Which of the following were used as the basis for identifying course goals/program outcomes/student competencies? (Check all that apply)			
a. Cluster guide	___	___	___
b. Occupational skill card provided by the Oregon Department of Education	___	___	___
c. Locally conducted occupational task analysis	___	___	___
d. Advisory committee	___	___	___
e. Cooperative work experience	___	___	___
f. Other (specify) _____	___	___	___
*2) Are students evaluated in relation to specific goals/ outcomes/competencies?	___	___	___
3) Does evaluation use performance of skills as an important component?	___	___	___
4) Does measurement of student achievement reflect student career/goals?	___	___	___
b. Program evaluation:			
1) Have program goals been determined?	___	___	___
*2) Is the program evaluated in relation to stated objectives?	___	___	___
3) Which of the following instrument/data sources do you use in program evaluation?			
a. Student course critique (Form L, M)	___	___	___
* b. Student follow-up study (Form F)	___	___	___
* c. Employer follow-up study (Form G)	___	___	___
d. Advisory committee evaluation (Form K)	___	___	___
e. SERVE report	___	___	___
f. **Planning for Progress**	___	___	___
g. Other (specify) _____	___	___	___
4) Which should you begin to use?	___	___	___
c. Does the instructor participate in student, employer and program surveys?	___	___	___
d. Is information obtained from various evaluation instruments from employers and students used to reorganize/ improve the program?	___	___	___
e. Notes:			

L

Student Course Critique

Course Title _____

Year in School _____ Date (month & year) _____

Please indicate your preference by placing an "X" on the appropriate line.

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

	SA	A	U	D	SD
1. The course is interesting enough to encourage me to perform independent learning.	___	___	___	___	___
2. The course is equipping me with the skills required for entry-level jobs.	___	___	___	___	___
3. I plan to work in a job covered by this program.	___	___	___	___	___
4. The course has helped increase my self-confidence and sense of worth.	___	___	___	___	___
5. My participation in the course has the support of my parents.	___	___	___	___	___
6. The instructor(s) is very enthusiastic about his/her teaching.	___	___	___	___	___
7. This instructor motivates me to do my best work.	___	___	___	___	___

Summary
Student Course Critiques

Data Source: Student critiques of each course in the program

Program/Cluster _____ Course _____

Number of Students by Grade Level
N = ____9, ____10, ____11, ____12

Date of Evaluation _____
(month, year)

		SA (1)	A (2)	U (3)	D (4)	SD (5)	Average
1.	The course is interesting enough to encourage me to perform independent learning.	___	___	___	___	___	___
2.	The course is equipping me with the skills required for entry-level jobs.	___	___	___	___	___	___
3.	I plan to work in a job covered by this program.	___	___	___	___	___	___
4.	The course has helped increase my self-confidence and sense of worth.	___	___	___	___	___	___
5.	My participation in the course has the support of my parents.	___	___	___	___	___	___
6.	The instructor(s) is very enthusiastic about his/her teaching.	___	___	___	___	___	___
7.	This instructor motivates me to do my best work.	___	___	___	___	___	___

SA Strongly agree – 1
A Agree – 2
U Undecided – 3
D Disagree – 4
SD Strongly disagree – 5

Average – Assign a number value to each response, total the value of responses for each item, divide by the number of responses.

N-1

Program Long Range Plan

Data Sources: Collect Information: Program Components Form K
Material related to "Least Cost," Form Q

Program/Cluster _____ School _____

Date _____

1. Problem/deficiency summary

2. Desired changes in student performance, enrollment, and/or cost

3. Proposed program

Program Long Range Plan*

Program/Cluster _____

Program Component/ Goal	Program Development Objectives (include estimated starting & completion dates, estimated costs)		
	19 ___ to 19 ___	19 ___ to 19 ___	19 ___ to 19 ___
Estimated Costs: Operating			
Capital			

*Use this form as a model. In your planning process you may need more space for each item.

O

Costs for Program Modification*

Data Sources: District business office, equipment and materials catalogs, regional coordinator

Program/Cluster _____ School _____

Modification	Projected Cost
1. New materials	
2. New equipment	
3. Additional space	
4. Upgrading present staff	
5. Staff time to make program improvements	

*These costs should not include annual operating costs.

Direct Operating Costs Per Year

Data Source: Program and district records

Program/Cluster _____ School _____

	Cost Per Year				
	Previous	Present	Future		
	19__-__	19__-__	19__-__	19__-__	19__-__
1. Direct Instructional Costs*					
Personnel (FTE)**					
Instructional, certified					
Instructional, not certified					
Other					
Total dollars, e.g., salary plus benefits					
Expendable (dollars)					
Materials and supplies (replacement)					
Travel					
Equipment maintenance					
Other					
Purchased services (tuition, consultants)					
Rental (dollars)					
Equipment					
Facilities					
Service Contracts					
★ *Total Annual Operating Costs*					
2. Capital Costs					
Equipment					
Other					
★ *Total Annual Capital Costs*					
3. Total Direct Operating Costs (1 + 2)					

* *Collect data for the previous and current year to use in trending. Use form as ongoing record.*

** *FTE (full time equivalent) = # hours a person spends on vocational education in a week / Total # hours a full-time person works in a week*

Full-time equivalent includes salary, PERS, Social Security, SAIF, Fringe Benefits, and other employee benefits.

P-2

	Cost Per Year				
	Previous	Present	Future		
	19__-__	19__-__	19__-__	19__-__	19__-__
4. Average expenditures per student					
Actual Expenditure per Student (AEPS)					
$AEPS = \frac{\text{Total operating cost (line 3)}}{\text{Total enrollment from Form DD}}$					
Ideal Expenditure per Student (IEPS)*					
$IEPS = \frac{\text{Total operating cost (line 3)}}{\text{Maximum possible enrollment}}$					
Maximum possible enrollment is the number of students that would be in the program if every "seat" or "station" was filled.					
5. Actual expenditure per credit (AEPC)					
$AEPC = \frac{\text{Total operating costs (line 3)}}{\text{Total of all credit units awarded to all students in the program}}$					

* "Ideal" is judged by the maximum possible enrollment in relation to total operating costs. The authors recognize this is a limited definition of "ideal" because it assumes the total operating cost is adequate for an effective program.

Possible Changes to Improve Program Costs

Program/Cluster _____ School _____

1. Program Length

   a. Proposed changes:

   b. Program length changed from _____ to _____

2. Instructional Methods and/or Staffing

   a. Proposed changes:

   b. Time savings: instructors _____ students _____

   c. Cost savings:

3. Instructional Materials and Supplies

   a. Proposed changes:

   b. Time savings: instructors _____ students _____

   c. Materials and supplies savings $ _____ /year

4. Alternative Equipment:

   a. Proposed changes:

   b. Time savings: instructors _____ students _____

   c. Reduced operating costs: $ _____

   d. Reduced maintenance costs: $ _____

5. Enrollment

   Current enrollment _____. Proposed enrollment _____

6. Use of Other Vocational Programs in School

   a. Units in other programs

7. Effect of These Changes on Employability of Students

External Program Options for Existing Vocational Programs

Data Sources: Regional coordinator for the external program option
SERVE Report from regional coordinator or teacher's grade books
NOTE: Complete a copy of this form for each external program option.

Program/Cluster _____ School _____

1. Number of students in your school program _____
2. Number of students who are interested _____
3. Number of places available at alternative site _____

4. Name of external program option.

5. Institution/agency for external program option.

6. Number of students per year

7. Institutional costs (tuition) $ _____ /student Total $ _____ /year

8. Support costs (transportation, supervision) $ _____ /student Total $ _____ /year

9. Class schedules for external program option (describe):

10. Transportation available to and from the external program option (describe schedule if school buses or mass transportation are used)

11. One way travel time (include maximum waiting time) _____

12. Summary of student opinions on using external program option.

13. Evidence that program enables students to acquire employment skills

Summary
Annual Program Review

Program/Cluster _____ School _____

Review Period _____

	Yes	No	Partial
Summary of Findings			
1. The number of jobs and additional educational opportunities is adequate. See page 6.	___	___	___
2. The program can be improved. See page 7.	___	___	___
3. All program components and provisions are present. See page 8.	___	___	___
4. The modification costs to improve program effectiveness or to lower costs are acceptable. See page 12.	___	___	___
5. The total cost for conducting the existing/modified program is acceptable. See page 13.	___	___	___
6. The operating costs of the program can be reduced without affecting the employability of students. See page 14.	___	___	___
7. There is an acceptable alternative to operating the existing vocational program. See page 15.	___	___	___
8. Regardless of the evaluative data, there are reasons for continuing the existing program. See page 17.	___	___	___

Recommendations

1. Program director or building vocational director/coordinator
   ____ Continue program as it is ____ Modify/improve existing program
   ____ Implement alternative program ____ Terminate existing program
   Signature _____ Date _____

2. District vocational director/coordinator
   ____ Continue program as it is ____ Modify/improve existing program
   ____ Implement alternative program ____ Terminate existing program
   Signature _____ Date _____

3. Advisory committee chairperson
   ____ Continue program as it is ____ Modify/improve existing program
   ____ Implement alternative program ____ Terminate existing program
   Signature _____ Date _____

T

Student Interest Survey

1. List three jobs you think you would like to have. Then indicate how sure you are about wanting each one.

	Not too Sure	Pretty Sure	Definite
_____	___	___	___
_____	___	___	___
_____	___	___	___

2. If the following vocational programs were offered in your school, indicate in which ones you would enroll. Then indicate how sure you are about enrolling in each one.

	Not too Sure	Pretty Sure	Definite
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

Climate For Vocational Program Modification and Implementation

U-1

Data Source: Local opinion surveys, (Sample Survey Form T for student information), school district budgets, district vocational advisory council, assessment and taxation division of city or county government, records of school district budget election.

Date: _____

1. Will parents support expanded/changed vocational offerings?
   An opinion survey can be conducted or the question can be raised with school/ parent committees.

2. Will students enroll in the expanded/changed vocational offerings? (Sample Survey Form T)

3. Estimates of budgets for vocational education.

   a. Federal and State

	Voc. Ed. Program Amount Budgeted		Percentage of Total Operating Budget	
	Five Yrs. Ago	Now	Five Yrs. Ago	Now
Career Exploration				
Vocational Programs				
Vocational Administration				
Other				
TOTAL				

   b. Local Sources

	Voc. Ed. Program Amount Budgeted		Percentage of Total Operating Budget	
	Five Yrs. Ago	Now	Five Yrs. Ago	Now
Career Exploration				
Vocational Programs				
Vocational Administration				
Other				
TOTAL				

   c. TOTAL (a. & b.)

4. Do the business, industry and labor communities support the expansion/change of vocational offerings in this district?
   The district vocational advisory council should be asked to recommend a source for getting this information. They should not be considered the source of data, however, because their views may not reflect the views of the larger community.

5. What is the cost of the expanded/changed vocational program in relation to anticipated resources of the district?

6. What is the internal climate of the district regarding support for vocational education.

7. What are other factors that indicate support or resistance to expanded/changed vocational offerings in the district? (Example: voter support for budgets)

Preliminary Plan for a New Program

Data Sources: Form DD. Employment Trends for Occupations Addressed by the Vocational Program

Form EE. Additional Employment Related Training Opportunities
Estimated starting costs may be secured from the regional coordinator

Program/Cluster _____ School _____

Date _____

1. Employment Trends

Occupations

	19____		19____		19____	
	Current	New/replace	Current	New/replace	Current	New/replace

2. Further vocational educational opportunities

3. Interest in occupations and community support

W-1

Oregon Department of Education
Vocational Education Division
700 Pringle Parkway SE
Salem, Oregon 97310

For Department Use
County Code _____
District Code _____
School Code _____
Administrative District Code _____
CIPS Code _____

SECONDARY VOCATIONAL PROGRAM APPLICATION REQUEST

Attach Planned Course Statement(s)

(Please Type)

(Check One)
Cluster Program _____
Special Program _____
Special Alternative Program _____

(Check One)
New _____
Amended _____

Title of Program _____
(Check Length of Program) 1 Year _____ 3 Year _____
2 Year _____ 4 Year _____
Other _____

Name of School District and Number _____

Name of High School _____ Phone _____

Address of High School _____
Street or Route City County Zip Code

Name of Contact Person _____ Phone _____

Date Request Submitted _____ Date Program to Begin _____

By grade level list the vocational course titles which make up the vocational program, indicate hours of instruction per week and credits given for the course. Complete applicable boxes for length of program: 1, 2, 3, 4 year, or other. If the vocational program is a one-year program, or an alternative program, complete the 12th grade, below. If the program is a two-year program, complete both the 11th and 12th grades. If courses are applicable to both years of the program, list on both. If the program is an alternative program of more than two years, complete applicable boxes, top of page 2.

Grade 9	Hours Per Week	Number Weeks Offered	Credit	State Use Code

Grade 11	Hours Per Week	Number Weeks Offered	Credit	State Use Code

Grade 10	Hours Per Week	Number Weeks Offered	Credit	State Use Code

Grade 12	Hours Per Week	Number Weeks Offered	Credit	State Use Code

White ODE Program
Pink SERVE
Green School
Canary School File

W-2

Check the applicable boxes below and indicate the number of credits awarded for cooperative work experience, list other forms of work experience and school-directed projects.

Type	Yes	No	Credits	Paid	Unpaid
Cooperative Work Experience					
Supervised Farm Project					
Farm Placement Project					
Clinical Experience					

Other School-Directed Project (Specify)	Yes	No	Credits	Paid	Unpaid

OCCUPATIONAL ADVISORY COMMITTEE REPRESENTATION

I do hereby certify that the occupational advisory committee for the program described in this request has been involved in the development or modification of the program.

_____ _____

Signature of Advisory Committee Chairperson or Authorized Representative — *Date*

CERTIFICATE OF ASSURANCE

I agree that the vocational program requirements for secondary vocational education programs, the rules and regulations for Public Law 94-482, and the requirements contained in the Oregon State Plan for Vocational Education will be complied with in the operation of vocational programs and services offered by the district or through contract between the district and other agencies, institutions or individuals. I further acknowledge that I am aware of fiscal requirements related to maintenance of effort contained in Sections 400.321 through 400.330 of the rules and regulations applicable to Public Law 94-482 and that fiscal effort will be maintained in accordance with those regulations. In addition, federal vocational funds will not be used to supplant local and state funds used for vocational education programs or services. I also agree to furnish required fiscal and vocational program data as requested by the Oregon Department of Education.

_____ _____

Signature of Authorized School Official — *Date*

For Department Use

Recommendation

_____ Approved — This vocational program has been entered in our records as approved. The program will be reviewed and approved annually.

_____ Disapprov... — This program has not been approved for the following reasons:

_____

_____

_____

_____

_____ _____

Vocational Staff — *Date*

_____ _____

Vocational Staff — *Date*

Form 581-4818 (Rev 1/83)

White ODE Program
Pink SERVE
Green School
Canary School File

Building/District Program Long Range Plan*

Data Sources: Forms N that were developed as plans to improve programs/clusters.
Forms P and supporting V forms that were developed as part of a preliminary plan for potential new programs.

Component	Program Development Objectives (include estimated starting & completion dates, estimated costs)		
	19 ____ to 19 ____	19 ____ to 19 ____	19 ____ to 19 ____
Estimated Costs: Operating			
Capital			

*Use this form as a model. In your planning process you may need more space for each item.

Demographic Profile Of The Region and State

Data Sources: Population - Data for this form (AA) is in 1980 Consensus of Population, General Population Characteristics, Oregon, TC80-1-B39, and on Summary Tape File 3. Call the State of Oregon Affiliate Data Center nearest you. See page 64.

Unemployment - Annual Economic Report State of Oregon, Oregon Employment Division

Occupational Distribution - Occupational Employment Trends

Vocational Advisory Committee - Ask your committee to verify OPPS data on employment.

1. Population

a. Age

	County/SMSA	State		County/SMSA	State
0-4			50-54		
5-9			55-59		
10-14			60-64		
15-19			65-69		
20-24			70-74		
25-29			75-79		
30-34			80-84		
35-39			85+		
40-44					
45-49					

b. Race

	School District	County/SMSA	State
White			
Black			
Native Amer.			
Asian			
Hispanic			

c. Median House-Hold Income

School District	County/SMSA	State

2. Unemployment

	19___	19___	19___	19___
Labor Market Area	___%	___%	___%	___%
State	___%	___%	___%	___%

AA-2

Age, racial and sex trending for unemployment for recent years will be provided if you inquire at the Oregon Employment Division, Research and Statistics Office (378-3220). This data is not published and must be requested. Current (1982) data is published in Annual Economic Report State of Oregon.

Age 16-19				
Racial/Ethnic	19___	19___	19___	19___
White	___%	___%	___%	___%
Black	___%	___%	___%	___%
Native American	___%	___%	___%	___%
Asian	___%	___%	___%	___%
Hispanic	___%	___%	___%	___%
Gender				
Female	___%	___%	___%	___%
Male	___%	___%	___%	___%

3. Estimated occupational distribution of residents in this community or region.

Date:_____ Estimate Percentage

Geographic Area:_____	19___	19___
Professional and Technical/ Managers and Officers	____%	____%
Sales Workers	____%	____%
Clerical Workers	____%	____%
Operatives	____%	____%
Service Workers	____%	____%
Laborers, including Farm Workers	____%	____%
TOTAL	100%	100%

BB-1

Employment Outlook As Related to Vocational Programs

Data Source: Local district enrollment data and Form C, OPPS cluster summaries - Administrative District and State

Analyzing the Data (See BB-2 for formulas & examples

Vocation Cluster Programs	Voc. Students in Dist. Prog.		Projected Employ. (total jobs)		Projected Avg. Openings		Avg. Annual Unemployment		% Unemployed		# of Unemployed Per Opening	
	#enrol	#compl	Ad Dist	State	Ad Dist	State	Ad Dist	State	Ad Dist	State	Ad Dist	State
i.e. Accounting-OPPS '82			*21652*	*40668*	*1307*	*2323*	*1539*	*3551*	*6.6*	*8.0*	*1.2*	*1.5*
Accounting												
Agriculture												
Child Care												
Clerical												
Clothing Mgmt/Prod Services												
Construction												
Diversified Occupations												
Drafting												
Elec/Electronics												
Food Service												
Forest Products												
Graphic Arts												
Health Occupations												
Marketing												
Mechanical Indust. Mech.												
Metals												
Secretarial												
Service Occupations												
Spec. Voc. Programs												
Other Existing/Potential Prog												
ODE Program Projections from the ODE State Plan												

BB-2

Analyzing Employment Data For Vocational Programs

Data Sources: Form GG-1
Record Data on GG-1

1. Calculate % of Unemployed

$$\% \text{ unemployed} = \frac{\text{unemployed}}{\text{jobs} + \text{unemployed}} \times 100$$

2. Calculate number of unemployed per opening

$$\text{number of unemployed per opening} = \frac{\text{Average Annual Unemployed}}{\text{Projected average openings}}$$

CC

Potential Economic Development In The Region

Data Source: For desired industries and new employers - Local or regional economic development plans, local labor economists, local Chamber of Commerce, private industry councils.

For potential occupations and preparation - OPPS; ODE; CIS; trade, industrial and professional organizations.

Region:

Desired Industries for Region	Potential Occupations	Vocational Preparation Appropriate high school - beyond high school

New Employers in Region* *(provided this information is available)*	Projected Location	Potential Occupations	Estimated Year Workers Needed	Vocational Preparation Approp. high school - beyond high sch.

** Information about prospective new employers is seldom available until after a commitment to the community has been made.*

DD

Employment Trends for Occupations Addressed By An Existing/Proposed Vocational Program

Data Source: Oregon Program Planning System (OPPS). *Regional coordinator completes this form.*

Program/Cluster _____ School _____

Date _____

Time Frame 19___ to 19___

Occupations in Program Related Areas*	Number of Current Positions	Number of New/Replacement Positions
Total		

* *Look for trends in the geographic area where students will look for jobs. You may need to use data for a larger geographic area because that may be all that is available.*

Additional Employment Related Training Opportunities

Data Source: Leader's Guide, see page 55. *Regional coordinator completes this form.*

Program/Cluster _____ School _____

Date _____

	Name of Institution/ Agency	Name of Program
1. Community college(s):		
2. Proprietary school(s):		
3. JTPA.		
4. Business/industry training program(s):		
5. Apprenticeship program(s):		
6. Other:		
7. Total programs available _____		

FF

Total (Unduplicated) Enrollment in the Program by Year

Data Sources: SERVE Report 6010B and 6038. *Regional coordinator completes this form.*

Program/Cluster _____ School _____

Date _____

	19__-__	19__-__	19__-__	19__-__	19__-__
Percentage of Total School Enrollment					
Total Unduplicated Enrollment					

Enrollment and Completion Trends For Special Population Groups by Year

Data Sources: SERVE Report or Teacher's Class Records. *Regional coordinator completes this form.*

Program _____ School _____

	Types of Students	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed
SERVE 6022	Sex: Male										
	Female										
	Total program enrollment:										
SERVE 6009B	Handicap: Mental										
	Orthopedic										
	Hearing										
	Visual										
	Speech										
	Chronic illness										
	Serious mental disturbance										
	Learning disabled										
	Multiple										
	Other:										
	Linguistically Different: Spanish										
	Other:										
SERVE 6009A	Disadvantaged: Academic										
	Economic										
	Total unduplicated handicapped, disadvantaged, and linguistically different:										

HH

Students Participating in Cooperative Work Experience By Year and Special Population Groups

Data Sources: SERVE Report 6010B. *Reginal coordinator completes this form.*

Program _____ School _____

Students		Previous 19__-__	Present 19__-__	19__-__	19__-__	19__-__
Grade Level:	9					
	10					
	11					
	12					
Males in CWE						
Females in CWE						
Handicapped in CWE						
Disadvantaged in CWE						
Limited English Speaking in CWE						
Minority in CWE						
Non Minority in CWE						
Total in CWE						
% Total Program Enrollment		___%	___%	___%	___%	___%